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THE PARENTS' REVIEW

EDITED BY
CHARLOTTE M. MASON.

"Education is an atmosphere, a discipline, a life."

Vol. XXIII.

JULY, 1912.

No. 7.

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Our Work; "P.R." Letter Bag; P.N.E.U. Notes.

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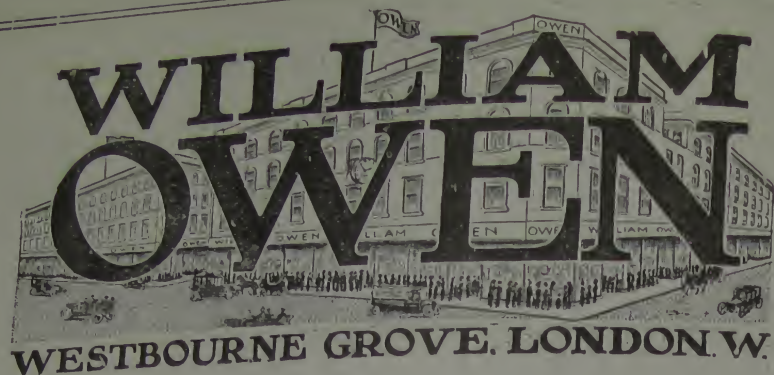


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THE PARENTS' REVIEW

A MONTHLY MAGAZINE
FOR PARENTS AND TEACHERS.

Vol. XXIII. No. 7.]

[JULY, 1912.

CHILDREN'S GATHERING AT WINCHESTER.

"Then they departed and . . . came to Camelot, that is called in English, Winchester."—(Malory.)

*THE year 1912 marking the twenty-first anniversary of the foundation of the Parents' Union School, it was decided to forego the customary annual conference of adult members of the Union and to celebrate this "coming of age" by a congress of children working in the school. Such a gathering would, it was believed, have a double value: first, in its effect upon the children themselves, increasing their enthusiasm for their lessons and enabling every boy and girl, working perhaps alone with a governess, to feel themselves a part of a large whole, bound together by work, play and interests in common, and having an *esprit de corps* to be maintained; secondly, in the lessons given to the children by ex-students of the House of Education, and the exhibition of their handicraft and examination papers, giving useful hints to parents and governesses, and manifesting to all who attended the practical working of the educational principles upon which the School is founded.

*The entire report of the children's gathering, with the exception of the papers which bear the author's name, has been written by Miss E. Foster Brown.

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The following were appointed as a Committee to carry out this scheme and they may be heartily congratulated on the complete success of the undertaking:

WINCHESTER GATHERING COMMITTEE.

Mrs. BEECHENO	Mrs. HUME
Lady CAMPBELL	*Mrs. CLEMENT PARSONS
The Hon. Mrs. CARNEGIE	Mrs. PERCIVAL POTT
Mrs. WORTHINGTON EVANS	Mrs. WALTER REA
Miss FAUNCE	Mrs. SIMPSON
Mrs. FORT	Mrs. PERCY SIMPSON
The Hon. Mrs. FRANKLIN	Miss HELEN WEBB, M.B. (Lond).
Mrs. HOWARD GLOVER	Miss WIX

*Hon. Organiser of Historical Dress Party.

That this celebration should have been held at Winchester was no mere accident. What other city so full alike of the relics of the past that educate and the romance which captivates childhood? Arthur's Camelot—"City of Enchanters, built by fairy Kings"! *Venta Belgarum*, the Roman gateway into Britain. Capital of Wessex—seat of the great Lawgiver, and of Cnut the Dane, her ancient Cathedral enshrining the bones of many a Saxon Saint, bishop, earl and king, and witnessing the pageantries of coronation and sombre funeral rite. But we cannot here enumerate the notable personages who are connected with the history of Winchester, that history which, as Mrs. Clement Parsons told us, mirrored the history of all England; some of them walked again before our eyes in the persons of the children—but the Historical Dress Party belongs to a later chapter of this narrative.

Readers of the *Parents' Review* will remember that the work of the whole Correspondence School during the Spring Term centred around Winchester in preparation for the great event, and hardly could a more sure and attractive method be invented for securing a living interest in history and biography, in the laws and government of the country, in architecture, in geographical and geological conditions, and in the romance which lies behind great literature, than this preparation afforded.

Outside the modern Guildhall, in whose spacious rooms we were assembled, stands the statue of Alfred holding aloft his cross-hilted sword, symbol to the children of valour, victorious faith, wise and gentle government. Knights in

armour and beauteous ladies walked the streets with them, unseen of adult eye, for were their minds not steeped in the lore of Malory and the *Idylls of the King*? With what sense of England's splendour they entered the Great Hall of the old Castle which had housed so many Kings, where Henry I. wedded Matilda of Scotland, and Mary, Philip of Spain, where Henry V. received the Ambassadors of Charles of France, and Henry VIII. entertained the Emperor Charles V.; and with what awe-struck faces and throbbing hearts they stood silent before that most sacred object of their pilgrimage—the Round Table, hung high on the wall above, while the guide read over the names of Arthur's Knights inscribed thereon; what deeds of valour passed through their minds claiming their own allegiance to the ideals of chivalry and the Holy Quest. Some of more critical age had made friends with Jane Austen's heroines. William of Wykeham, too—bishop, statesman, founder of colleges—was a personal friend to each, and the influence of faith upon the history of our land was symbolized by the Cathedral, vaster and more beautiful than anticipated, but grown familiar through drawing of ground-plan and study of its architecture. Plans of the city itself had been prepared also, and maps of Hampshire studied, so that the little visitors were made ready to grasp an extensive variety of impressions in their three days' stay.*

PROPAGANDA MEETING.

The proceedings of the gathering proper were prefaced on the afternoon of Monday, May 6th, by an open meeting at

*Visitors to the Children's Gathering numbered about 630, of whom 250 were children. At some of the open meetings the attendance rose to 750.

Amongst delegates who were appointed to attend the proceedings were representatives of the following societies: Association of Head Mistresses, Association of University Women Teachers, Association of Preparatory Schools, Catholic Women's League, Church Schools Company, Ltd., Fröebel Society, Girls' Public Day School Trust, Headmaster's Conference, Incorporated Association of Assistant Mistresses in Public Secondary Schools, London Teachers' Association, Modern Language Association, Mothers' Union, National Union of Women Workers, National Union of Teachers, School Nature Study Union, Teachers' Guild of Great Britain and Ireland, The Women's Institute, Women's Industrial Council.

which Lady Campbell explained the Principles and Work of the Union. A large number of invitations had been issued to local people in the name of the Countess of Northesk, who presided, and the Banqueting Hall was well filled. In introducing the speaker, Lady Northesk expressed the regret felt by all that Miss Mason was not strong enough to complete the occasion by her presence. Lady Campbell then delivered her address,* setting forth the objects of the Union and the help it offers to parents. At the conclusion, after Lady Northesk had expressed the gratitude of the meeting to Lady Campbell, the Hon. Mrs. Franklin stated that there was existent in Winchester a Branch of the Union, and emphasized the advantages that could be gained for the modest sum of 10s. a year subscription—only 2½d. a week. She then explained the purpose of the gathering about to be held. Never, surely, had young teachers undertaken a more heroic task than the teaching before onlookers of these 250 children whom they had never seen, and who did not even know one another. But the children had been working in their own homes, or in schools, under Miss Mason's direction and on the same curriculum, and all had received a careful preparation for their enjoyment of the delights of Winchester. Mrs. Franklin here referred to the recent articles in the *Parents' Review* on "Pilgrimages in Hampshire" as proof that Miss Mason had mastered the art of sight-seeing. The Parents' Union School now numbered some 1,500 children working all over the English-speaking world, and such a gathering as this would help the children to realize the abstract idea of their membership of this large school; the object was also to show parents, and those teachers who had not been trained in the House of Education, their idea of how subjects should be taught.

Lady Campbell, in answer to a question, strongly advised all families to join the Parents' Union School. She likened Miss Mason's idea of education to a pyramid with broad foundations narrowing as the child specializes. She stated that the curriculum was not so formidable as it looked, and that, if it was not added to by extra classes, proper time was

* Held over till August through lack of space.

given to the child for quiet growth and the assimilation of its studies; the examinations were conducted without that hateful competition and system of marks which was the ruin of all true education.

THE FAIRY GODMOTHER.

It was a happy thought that the children's first meeting together should be in fairyland! True, to the adult and un-seeing eye it was only the large hall, closely packed in floor and gallery, with all the front rows reserved for the "wee folk"; but they were under the magic wand of Miss Marie Shedlock, attired in exquisite fairy-godmother dress, and she made all other transformation needless.

Mr. Lionel Helbert (Principal of West Downs School, Winchester) presided, and welcomed the children to Winchester in a humorous speech which delighted them hugely.

The Hon. Mrs. Franklin then gave them further welcome on behalf of the Union. How wonderful it was that after thinking about Winchester all the term at last the happy day had arrived and they were really there! She hoped they would be able to take everything in those three days just as it came, even such disappointments as there might be (an injunction which the children obeyed most admirably); she hoped that they would have the spirit among them of their great friend, Isaac Walton, who died in Winchester after a life of ninety years—the spirit of thankfulness and contentment and joy—and in his words she welcomed them:

"I will tell you, Scholar, I have heard a grave Divine say, that God has two dwellings: one in Heaven: and the other in a meek and thankful heart, which Almighty God grant to me, and to my honest Scholar: and so you are welcome."

But the children have a nearer and dearer friend than Isaac Walton in the founder of the Parents' Union School. Twenty-one years ago Miss Mason had founded the School because she wanted to give to the children the best that she knew, and she knew and loved every one of the 1,500 in it because she read and criticised their examination papers

herself twice every year. And she had sent a lovely message to each one for them to keep in their hearts by reading and re-reading it. Mrs. Franklin then read the following:

SCALE HOW, AMBLESIDE,
May 4th, 1912.

MY DEAR ———.

It is rather sad that I can only speak to you by letter at our Winchester rejoicing, but I think of you constantly; and Mrs. Franklin and Miss Parish and the other friends who have helped us have arranged everything so delightfully that I shall be able to follow you hour by hour; Miss Kitching, too, will try to carry everybody's portrait in her mind's eye and she is rather good at giving one an idea of people; indeed, I shall have three reports from eye witnesses when the Winchester week is over.

I have been wondering which you will enjoy most, placing all the old-time people you have read of in the old City and Cathedral, seeing the things you know about, finding out and hearing of many new and interesting things, or seeing your schoolfellows in the Parents' Union School: I think the last will be the most perfectly delightful; it must be very nice to meet other boys and girls who are "friends" with Gilbert White, who love and blame Sir Launcelot, who have followed that patriot King, Alfred the Great, meaning to do something for our England themselves; some of you have even read the King's words in the "Cura Pastoralis" and in "Boethius." Some readers, I hear, think "The Warden" a man of fine courage, and everyone I know has found in Sir Galahad the hero after his own heart, and longs for that Vision which is for us also.

You will like to talk over that great lover of boys, William of Wykeham, and to wonder whether Miss Austen really meant that the friendship between "Emma" and "Miss Smith" was a nice friendship, or whether she tells of it in her half laughing way as a friendship not to be imitated. How nice, too, to discuss your favourite "Botticelli" and say why you like it better than someone else's choice! Then, there are the difficulties of modelling true arches, perpendicular pillars; and difficulties in preparing the costumes (about which Mrs. and Miss Parsons have been so good to us). In fact there are endless things to discuss. But, supposing, which is very likely, that you do not say a word about any of them you will be sure all the same that the others have taken as much delight as you have in the term's work.

That is one of the happy things about the Winchester gathering—you will always be sure afterwards that many schoolfellows are delighting in the books that you love, and in the nature studies, drawings, and other things that interest you.

✓ It is a delightful thing about this School of yours that the Scholars love their books; I know, because every post brings me a letter from some one to say so, and, besides, I can tell by the way you answer your examination questions. When all the papers reach me I often say, "this is a very happy week for me"; I am happy because your papers show me that you have had a delightful term's work and that you LOVE KNOWLEDGE.

I think that is a joyful thing to be said about anybody, that he loves knowledge; there are so many interesting and delightful things to be known

that the person who loves knowledge cannot very well be dull; indoors and out of doors there are a thousand interesting things to know and to know better.

There is a saying of King Alfred's that I like to apply to our School,—“I have found a door,” he says. That is just what I hope your School is to you—a door opening into a great palace of art and knowledge in which there are many chambers all opening into gardens or field paths, forest or hills. One chamber, entered through a beautiful Gothic archway, is labelled BIBLE KNOWLEDGE, and there the Scholar finds goodness as well as knowledge, as indeed he does in many others of the fair chambers. You see that doorway with much curious lettering? History is within, and that is, I think, an especially delightful chamber. But it would take too long to investigate all these pleasant places, and, indeed, you could label a good many of the doorways from the headings on your term's programme.

But you will remember that the School is only a “Door” to let you in to the goodly House of Knowledge, but I hope you will go in and out and live there all your lives—in one pleasant chamber and another; for the really rich people are they who have the entry to this goodly House, and who never let King Alfred's “Door” rust on its hinges, no not all through their lives, even when they are very old people.

I have a great hope for all you dear Scholars of the P.U.S.; other people always know what we care about, and I hope the world will be a little the better because you love knowledge, and have learnt to think fair, just thoughts about things, and to seek first the Kingdom of Heaven in which is all that is beautiful, good and happy-making. ✓ I must not take up any more of the time in which there are so many things to be done, so, wishing you the very happiest week in all your happy lives,

I am, always your loving friend,

(Signed) CHARLOTTE M. MASON.

In response to the letter, and at the instigation of their genial chairman, the children gave three hearty cheers for Miss Mason.

Then arose the Fairy Godmother with an unknown legend about a Welshman finding King Arthur and his Knights sleeping the sleep of centuries in a cave; this was followed by a story, which she said was 2,500 years old, about the little hare that feared the earth was falling in and scared all the other animals into believing it till the lion, suspecting the story he heard had gained by transmittance, called upon their common-sense; that again was followed by “Hafiz, the Stonecutter,” by Hans Andersen's “Jack the Dullard,” by Grimm's “Fisherman and his wife,” and by the Spanish tale of “The Proud Cock.” That Miss Shedlock can bewitch any audience, old or young, is well known, but to those

who have not had the happiness of hearing her it is impossible to suggest the variety and fulness of colour of the vivid pictures which this spirited raconteur can conjure in our minds.

To relieve Miss Shedlock and the children alike, the stories were wisely interspaced with the singing of folk-songs by the children themselves. A most remarkable performance this—the singing of songs all together by children who had never before seen each other or even their conductor! That afternoon they rendered "Oh, no, John," "I'm seventeen come Sunday," and "As I went walking through the meadows," and they sang them very well considering, with great purity of tone, being much helped by the very sympathetic conducting of Mr. W. H. Kerridge, B.A., Mus.Bac., of Winchester College. Mrs. Howard Glover kindly accompanied at the pianoforte.

Miss Shedlock's recital was concluded by a very grateful "Thank you" from children's voices led by Mr. Helbert. This was followed by an interesting little ceremony when Miss Parish appeared on the platform and handed out letters which the children came up eagerly to receive as their names were called over. Every letter contained directions as to attendance at classes and expeditions prepared specially for each child, a copy of Miss Mason's letter, and a large card suitable for framing upon which was clearly and artistically lettered in black that greeting from Isaac Walton which was to serve as motto and memento of the gathering.

Supper next, and for the little ones bed, and sleep broken only by visions of scouting exploits, of lions that scolded hares, and of a stately minuet danced by Sir Lancelot of the Lake and the Fairy Godmother.

"THE HAPPINESS OF WORK."

For the elders yet another feast. In the evening, to adults, ex-students and older girls, the Hon. Lily Montagu gave a most impressive address on "The Happiness of Work,"—a call to each young girl to consecrate every power of brain, heart and soul, and thus to find the true rest and joy of working with God for humanity.

Lady Laura Ridding (Ex-President of the National Union of Women Workers) introduced Miss Montagu as sister of the Hon. Mrs. Franklin and spoke of the wonderful work she had done, in which she had found happiness, among the working girls of London, to whom she had been friend and sister, and mother too. It was wonderful the way in which this club work had grown and developed until now there was a National Organization of Girls' Clubs. She reminded the audience that though true happiness could only be found in work they must not forget the other side of it—that work was a universal duty, and that each must do service for the community in one way or other. When she was a girl, Bishop Wilkinson used to remind his Eaton Square congregations that God did not create them to be solely walking ladders and cellars, and she would like to add, not to be ball worshippers either, whether it was the hockey, the foot, the tennis or the golf ball. People whose livelihood depended on work had a clear and necessary duty, and a blessed faculty had been given them by which they could find joy in it, whether in creative art, or merely in the scrupulous, skilful, and conscientious performance of their service. But they, whose livelihood did not depend on their own exertions, had to remember that if this duty and universal service was true for them all, the fact of their being what people called independent did not absolve them from the duty of work. They were more in the position of people whose wages had been paid beforehand for the services they had to render to the community. She would have them think of the wages that God had given them—competency, comfort, riches, education, congenial environment, foreign travel, happy friendships—and, to some of them there, youth, health, strength, the joy of life and beauty, social power and magnetic influence, and the great gifts of wisdom, judgment, idealism and enthusiasm. Terrible gifts these that God has lavished upon us for the service of those who have not got them. Let us take warning from the parable of the talents, and remember, that if these gifts and powers are not used they deteriorate and atrophy. Each of them must find out for themselves where their work lay, it might be in their homes, their village, or their town, but somewhere there was a place where God had need of their service, had need of them to make a little corner

of the world better for their living in it. She would end by reminding them of the words of the great philosopher, James Hinton, who said, "You women have been living too long in a dreamland, but dare to live in this disordered world, and it will work out a better goodness in you than any dreamland of your own."

Lady Laura then called upon Miss Montagu to read her paper,* its intense interest and practical value being attested by the earnest attention of her audience, and the questions asked in reference to club organization, no less than by the hearty thanks tendered to her.

TUESDAY, May 7th.

SERVICE IN THE CATHEDRAL.

Tuesday morning began with rain, nevertheless the faces of the children were bright and eager as they streamed in at the West door, seeming to fill the whole Cathedral with the happy, potential spirit of youth, on their way to the beautiful Choir in which the Dean (Dr. Furneaux) himself conducted the special service. At 9.30 the Dean extended to them the welcome of the Church, emphasizing that it was a happy thought to begin their day by the asking of God's blessing in the old Cathedral. A real appreciation of the spirit of the gathering was shown in his thoughtful arrangement that no choir should be in attendance so that the children might feel the service more their own. Hymns and collects appropriate to childhood were chosen, and brave and clear rose the voices of the children in unison with the tones of the mighty organ, as "The Church's One Foundation" rolled forth, youth and hope again pervading the whole historic pile. The Dean's brief address was well in tune with the call to service of the evening before. He took the story of the Feeding of the Five Thousand, deducing from it a happy hope for every young life. In all that multitude it was a young boy who had what Christ wanted. He had only the coarsest, poor man's bread, and none of us can say of our

* Held over till August issue through lack of space.

ability that it is not worth giving, for our powers will grow as we use them, as the loaves multiplied in Christ's hands. There is a great need around us, and only as we give what we have and are, freely, without thought of gain, as the boy offered his loaves, shall we be used to meet that need. As the Dean spoke there was a holy awe on the faces of the little ones sitting in the sacred building of which they had heard so much, and in the countenances of the older pupils and students there shone the bright and yearning spirit of consecration. The impressive service closed with the prayer that those who work in schools and colleges may in after life be of service to God and to the commonwealth.

All then trooped to the Guildhall near by, where for an hour lessons from Ex-students of the House of Education were eagerly attended by the children and watched with as great enjoyment by the adults. To the lessons in detail we will refer later.* At 11.30, a telegram from Miss Mason was announced:

"Congratulations and loving greetings to scholars, teachers and organizers. Grieve cannot meet my dear school,"

and an affectionate greeting from the gathering was sent in return. Then Mr. Kerridge kindly conducted the children in folk songs which showed improvement from the practice together of the day before—they rendered "The Little Dustman," and Grieg's "Fatherland Psalm." After that a very pretty display of Country and Morris dances was given by Miss Evans (Co-principal of the Parents' Union School, Chilworth Street, Hyde Park) and her pupils in one hall; while in another, Miss Mellis Smith (of the House of Education, Ambleside) conducted a large proportion of the children in Swedish Drill, their instant attention to the word of command being remarkable considering that they had not practised together or with their instructor.

At 12 o'clock the children were escorted to Winchester College and Wolvesey Castle, the visits having been very kindly arranged by Mr. N. E. H. Nisbett, Mr. H. Chitty, and others.

* See pp. 535-539; 549, 550.

Meanwhile the adults assembled to hear Lady Campbell read an address on "The Principles and Working of the Parents' Union School," which Miss Charlotte M. Mason had kindly prepared for the gathering. This was felt by many parents to be extremely helpful in bringing about a closer touch between themselves and one who had become to them a friend and counsellor, and the guardian spirit of their children's education, while a personal acquaintance was not possible.

THE PARENTS' UNION SCHOOL.

BY MISS C. M. MASON.

IT is a great pleasure to me to meet, if not in the flesh, then in the spirit, people with whom I have had much intercourse, parents of children who belong to the P.U.S. I should like to thank them for the faith which has accepted the conditions of a school run upon unusual lines, a school which discards the tattered school-books which have passed through the hands of two or three generations of school children and buys the appointed books on many subjects, the teaching of which hardly approves itself to their common sense. But I believe that this faith meets with a royal reward. The children do exceptionally well when they pass out of the home schoolroom to the ordinary school; and, meantime, they prove themselves charming companions to their elders, companions with many interests and delights. They do not find home-life or school-room life dull and tiresome. The schoolroom interests become family interests and subjects of conversation; everyone is interested in discussing the first appearance of the willow warbler or the redstart, of the adoxa or purple orchis; everyone has an opinion about Botticelli's *Spring* or Van Eyck's *Adoration*; and I hope that the reading for the last term has revived many old interests in the whole family, has perhaps induced another delightful reading of Miss Austen's novels and a renewed intimacy with her characters. Kingsley, Carlyle, Mazzini, have, no doubt, struck a sympathetic chord in many families, conscious of an aching sense of responsibility in these uneasy times; and how good to live again in the atmosphere of the *Idylls of the King*!

Echoes reach us now and then, such as, "Father is so much interested in Gilbert White's Letters that he is taking that subject himself." People give their children drawings to illustrate their studies in architecture: a correspondent says, "The way my two nine-year-olds have enjoyed Besant's *Alfred*, pure and unadulterated is amazing." That is it; the whole point is to give children books that are books, that is books whose existence is justified by

ORIGINALITY IN THOUGHT,

and by a more or less literary style. Books in which the matter is watered down, compressed or simplified, we abstain from carefully, because children are lovers of intellectual strong meat. This is curiously illustrated in the practice of narrating, or relating, paragraphs or chapters which have been read, which is as you know a custom of the school; we test the value of the books set by the children's narrations; books which are marked by the concentrated thought and easy style which distinguish literature produce narrations full of matter and expressed in good vigorous English, while the most well intentioned work of the talky-talky order results in a sentence or two of ill expressed twaddle.

Has it occurred to you how much this practice of narrating after a single reading implies? Try a chapter of Scott or of Jane Austen, read through once and then silently narrated, to put oneself to sleep in periods of insomnia, for example; I think few persons will be satisfied with the result. We find we have left out incidents, telling arguments, bits of description,—have failed to get the general hang of the narrative, and so on. Now, children do this admirably. They read with concentrated attention; the single reading of a long passage puts mere parrot-like repetition out of the question, they use their own words and affect their author's style; and the fact that they read the works of many authors lends to their general composition an ease and vigour and a fulness of matter which we elders may well envy.

As some of us live beside our best friends for years and know mighty little about them until the presence of some stranger shows them to us in a new aspect, in like manner, I venture to think that the school has been the means of revealing many children to their parents.

"I thought *The Idylls of the King* much too old for them, but I find they delight in the book," is the remark of more than one mother; but we elders are not by any means so superior to the children as we think in matters of intellectual comprehension. They do not know much, to be sure, but they can understand anything that is put to them with directness and force. Too many details fatigue their minds, while they take to general principles, duly illustrated, with avidity. And, indeed, they have need to do so for there is much for them to learn, and they have no time to waste upon twaddle, or upon text-books crammed with the mere dust of learning.

Recognizing that knowledge-hunger is as keen in children as is bread-and-butter hunger, we spread their table with a liberal hand, endeavouring to introduce them to each sort of knowledge that a rational human being should possess, the knowledge of God through the Bible, the knowledge of men through history, literature, ethics and art, the knowledge of the natural world through nature-study and science: and the response the children make to this liberal curriculum is delightful and stimulating. But, show an ordinary schoolmaster or mistress a single term's programme in either of the classes, and you will be told that it is much better for the children to do some three or four subjects *well* than to run over so much ground; that matter got out of books is mere information, and at that, information derived from so many books must be of a scrappy character. There are, no doubt, schoolmasters and mistresses who have considered the nature of knowledge and who understand children's enormous appetite for it. These hold, with Dr. Arnold, who says: "Adjust your proposed amount of reading to your time and inclination; but whether that amount be large or small let it be varied in its kind, and widely varied. If I have a confident opinion on any one point connected with the improvement of the human mind, it is on this." It is satisfactory to have chanced on a justification, in the words of so eminent an authority, of the principle that has guided the construction of the

PARENTS' UNION SCHOOL CURRICULUM

from its first issue to its sixty-third; but there is a reason in the nature of things and in the nature of their own minds

why children should deal with wide and various knowledge grouped under the three headings I have indicated. The knowledge of God is, we know, eternal life, and there is one final source of such knowledge, the Bible itself. Therefore we endeavour to make children familiar with many of the books of the Scriptures and with the *words* of the text itself. I do not press the point, that this familiarity with Bible English should give them some mastery of English at its best, though it does so no doubt; we know how Ruskin's noble style was, as he himself admits, largely derived from this well of English undefiled. But the training in the speaking and writing of English which the Bible affords is incidental; what we look for is a steadily widening and increasing knowledge of God, brought to a point, as it were, by a knowledge of our noble liturgy.

The knowledge of man includes a good many headings in our programmes: English History, French History, European History, Literature (both poetry and prose), Morals, Citizenship, Plutarch's Lives, Art Studies, studies in Music and in Language, Modern Languages and Latin. These and kindred subjects should issue in the just judgment, wide comprehension, strong sense of duty and responsibility and devoted patriotism, the need of which is urged upon us by every national distress. Sympathy, tenderness, cultivated perceptions, a passionate sense of the beauty and duty of service, are among the equipments for life required in these exacting days; and all of these we aim at imparting by slow degrees, by more and more, through the words of the wise, which the children learn to delight in.

We are hardly aware how children lap up lessons of life like a thirsty dog at a water trough, because they know without being told that their chief business is to learn how to think and how to live; comment and explanation are usually distracting. By the way, I think there is one point about which we elders must be careful; it is easy to make children intolerable little prigs by giving a personal bearing to their work. It is bad enough to hear a mother say: "All the mothers care about in a school is that they shall be well looked after; it's the fathers who want some sort of education for the boys so that they can go into business; but I've told these

boys that if they want a motor car, they'll have to work!" We see the materialism of such a view and are properly shocked; but a child is in a far worse case who suspects that to read about Alcibiades, King Alfred, Sir Galahad, should be to his advantage. The first thing that this School is designed to teach is a love of knowledge for its own sake, and this I think the children get; they learn that last accomplishment of noble minds, to delight in books for themselves; but any hint that a poem or a personage is administered to a child by way of a pill or a poultice, to do him good, is fatal to the slow, still operation of knowledge upon his personality.

Another point worthy of attention is that the effect of knowledge is not evidenced by what a person *knows*, the store of acquirements he possesses, but only and solely by what a person *is*. We have all been surprised from time to time by the unusual simplicity of some eminent man, and we give misplaced admiration to his modesty and reticence; now, reticence is not a great and frank quality; the fact is that the man of profound knowledge behaves as he feels; he has no store laid away in secret places: his knowledge has made him what he is and has been to some extent consumed in the process. This does not apply to what is commonly called learning, which is a noble means of attaining knowledge rather than knowledge itself. Learning is stored by the memory, and the child must learn his tenses and tables and dates, his Latin declensions and his French verbs with dogged persistence; but to mistake learning which, unlike knowledge, is a store that can and must be laid up in the memory, for knowledge itself, is in some sense to mistake shadow for substance. Learning is convenient but knowledge is vital. Learning is merely acquired information to which the memory gives entertainment but which does not

INFLUENCE THE LIFE.

"With all thy getting, get understanding," we are bidden. "Why will ye not understand?" is our Lord's repeated demand of the Jews and of ourselves. Now, a child or a man who reads a book in such a way that his active mind appropriates the thought of the writer and can express it faithfully in his own words, has obtained knowledge, not a store to add

to his resources in talk or for examination purposes, but aliment which increases the vigour of his personality. But surely, says someone, a child will get what he wants better from the lips of a teacher who knows how to explain and to approach him on his own level than from the pages of a book written for his elders! Here is one of the fallacies that we as a School exist to combat. For his intellectual diet, the child wants more meat, stronger meat, meat more various in quality, than any teacher can afford, and he is unfairly dealt with if he is not from the first brought into touch with great minds through their own written words.

First hand knowledge is what a child wants if he is to grow thereby; that is why oral lessons and lectures compiled from many books have a stimulating but not a sustaining effect. Now and then, no doubt, we hear a lecture from a man of original mind which is the working out of his own original thought; and such a lecture stands on the same level as an original book. But can we secure for our children the offices of a score of such lecturers, all of them working day by day on the subject each has most at heart? Even if we could, the distracting influence of personality would come between the pupil and the genius who is teaching him at the moment, and the result would tend to be stimulation rather than knowledge.

We can answer our imaginary critic at every point. It is better for a child to work at many subjects than at few, because children have an inherent need of knowledge on many subjects, and to acquire it is delightful to them. The brain is as much invigorated by regular, happy, various, work as is the physical frame; and the child who learns many things learns each of them as well as he who learns a few things learns those few, but the former has the added element of delight in his work. Only one caution is necessary,—a strict limitation in regard to hours of work. No young scholar should know what brain fag means; and every school timetable should be framed so as to secure ample leisure for the scholar and fitting work at fitting periods.

I think we have disposed of the notion that books afford only information while the so-called "lovely lesson" imparts knowledge. The third adverse criticism which we used to

hear now and then, that information from many books must be of a scrappy character needs no further confutation than may be had from the examination papers shown in another room; all the papers, bad, good and indifferent, sent up at Christmas; those of the last term are still in the hands of the examiners. The questions you will see are by no means easy to answer and are really test questions covering about one-twentieth of the ground prepared. You will find no "howlers," no use of words the meaning of which is not understood, no verbiage employed to cover ignorance. The children write with curious freshness; their work is in fact the work of original minds because their own apprehension has been employed throughout. You will notice, too, how active imagination has been in every case, scenes are described with a vigour which testifies to their having been visualized by the young writer, and personages are introduced in such wise that it is evident the children know them and will be rejoiced to meet them again in many an after allusion and study throughout life. By way of gauging the amount of imagination and concentration these children give to their work, let us ask ourselves how would it fare with one of us set to write a scene for acting from some passage in a book once read a couple of months ago, or even to illustrate such a scene by a brush-drawing full of details? You will also, no doubt, notice the free flow of vigorous and direct English, the quite admirable style of most of the children's answers. We can all write well when we are full of our subject and know it well, and therefore, children in this School require no lessons in composition. In the course of time the children read through quite big books, getting a thorough and deeply interesting knowledge as far as it goes of the subject they are dealing with.

A long time ago the *Pall Mall Gazette* published an article headed *Education v. Culture* in which some points are made that are worth our notice. A contrast is drawn between the "College" girl and the "Society" girl,—in the following words: "The modern society girl is probably more conversant at the age of seventeen with the literature and art of the day, as well as with ancient history and its arts, than many a college bred girl; in fact, I can safely affirm that were she to

adopt the pose of 'blue stocking,' instead of the detached air of *insouciant* girlhood, and enter upon a passage of arms with one of Girton's or Newnham's graduates, she would very soon make the last-named feel that her education had scarcely begun. The society woman, so-called, realizes that in cultivating her girls she must fit them to take their places amongst the greatest minds of the age, train them to be the possible mates of such men as create the world's history, not only of her own, but of any other nation." The writer goes on to make appreciative remarks about the Parents' Union School and the House of Education from which it is said "cultured young women, prepared to spread culture among the cultured classes" are sent out year by year. "But it is not necessary to have one of these for one's girls in order to educate them on such lines, for, for a mere 'nothing' one can have the system introduced and adopted into any home, a system which brings joy to the hearts of the little ones and satisfaction extraordinary to their elders."

Now, this is a point I wish to speak upon. I should like to compliment untrained governesses working in the School upon the admirable papers their children often turn out, but I should like also to offer a word or two of counsel to mothers. When "faultily faultless" papers reach us they are a cause of grave anxiety; unduly perfect work done pretty much in the words of the book, reveal the anxious, strenuous teacher oppressed by the labours of her office who will play upon her pupil's desire to get "100" for a long list of subjects; the children work as strenuously as the teacher, in season and out of season; I am not sure that overtime work is not allowed sometimes! The papers come and the children answer all the questions; if by chance there is a question that they cannot cover, we get letters about it on the ground that the children are losing certain *marks* which they might have had. I make no doubt that the examinations in these schoolrooms are conducted with integrity; the certificates we require to be sent in should secure that, and I am quite sure that in any case parents and teachers are awake to the importance of the education in integrity which the papers should afford. What I do fear is that the children are sometimes defrauded of by far the most valuable part of a term's work; namely, an

increased love of knowledge and an increased delight in books ; they have been working throughout the term for marks, and not for knowledge ; as Ruskin says, " they cram to pass and not to know, they do pass and they don't know ! " I wish we all realized what an enormous thing, what a joyous factor in our lives is this delight in knowledge, in knowledge and in the books from which chiefly we derive knowledge. Once parents understood

THAT MARK-HUNGER AND KNOWLEDGE-HUNGER

cannot co-exist, public opinion would be brought to bear upon school methods and we should have boys and girls working, not towards the pass which is to finish their school career, but in that education which is to continue all their lives, as in their school-days, and whose reward is continuous intellectual activity and increasing joy in thinking and knowing, that is to say, a fuller and more satisfying life. This, for the individual ; and, for the service of the world, many a larger, sweeter personality, because people are effective only in the ratio of their personality. I venture to hope that England will be the better for the Parents' Union School which should train young persons capable of just judgment and willing service.

To return for a moment to the question of marks. If it were possible to keep a record without assigning any sort of marks we should certainly do so ; but it is important that parents should know when a child falls below the average of his age and class. When this is the record on the report we find that parents are quick to take warning, the faults are remedied and the child is brought up to par in quite a short time. When the work in any subject is quite satisfactory for the scholar's age and class, " 100 " is assigned, a mark fairly easy of attainment because it does not denote comparison with others but simply the value of the scholar's own work judged by a common standard, an unusually high one I think. Sometimes parents express a wish for a class list because they want to know how their children compare with others ; such a comparison is really implied in the marks, and parents may be satisfied that their children are doing very well indeed if the term's report is satisfactory.

But that children should be imbued with a feverish desire

to get above this one and that, to take so many places in the term, should have, in fact, the principle of emulation put before them instead of the love of knowledge, would do away with the peculiar value of the School, for we exist chiefly to secure that children shall love knowledge for its own sake. But practical parents need not be uneasy ; children who have been conscientiously taught in this School do exceedingly well afterwards ; and it is curious how what one may call the *ethics* of their early education cling to them. A lady wrote the other day of her son who was in the School thirteen years ago and had since had rather a distinguished career at Public School and College ; but the odd thing was it never occurred to him to revise his reading. I think his mother said she suggested that he should do so for his degree and he replied that he had never thought of that. That is why early habits of work are so important, they cling to us through life ; and that again is why it is important that children should get in touch with a wide range of subjects, because I believe it could be proved that people care in after life for those subjects, only, to which they were duly introduced as children.

I hope you will not think that I take undue advantage of the fact that I am (by proxy) in the pulpit for the nonce, if I discuss a few points that I should like to make clear. The Hon. Org. Sec. of the P.N.E.U. outdid herself on one occasion by making a brilliant discovery. She found out that people can't read ! that it is useless to provide them with printed matter for they only get the vaguest idea of what is meant to be conveyed. Only this morning I received a letter from a lady who tells me that she and her governess,—“ were feeling that in the Parents' Union School, everything was arranged for the teacher, nothing for the child to do ” ! This lady properly feels that children should not depend too much on their teacher but should work alone. Now, the whole object of the school is to secure that children should work for themselves, should deal with their books, drawings, etc., with very little help from the teacher and few oral lessons. This is what makes it possible for one governess to work with two or three children while the others are, not learning by rote, but studying, “ reading,” in the sense in which a 'varsity man “ reads.” If a child is to go on with his education all his life,

he must begin to work for himself in the way of getting knowledge, of dealing with his own books. The teacher it is true has important functions, chief among them, to see that the children *know* and, next, to show quiet sympathy in their interest in the delightful things they learn. Interest, concentration, if not universal, are very general among scholars who get enough to do, not only with their hands but especially with their brains. There is no occasion for the teacher to resort to "Miss Honeyman's" Dramatic Method as expounded in *Punch*. The interest is *there* in the knowledge itself, but the teacher must share this interest actively or her pupils become lethargic. Now, although it is delightful, it is not an easy thing to keep up the alertness of mind necessary to accompany even one class through a morning's work. This is why the House of Education governesses do not take what is called "entire charge." Work is not the easier but the more difficult when there is only one child to teach; and to be with a single child all day long is a greater strain than even a cottage mother bears; besides, the constant companionship of one person is an undue strain on the child. All this is the more true, the more enthusiastic the teacher and the more delightful the work. But people are beginning to understand that the education of young children is as important as that of their elder brothers and sisters, indeed, more important, because the years from six to ten when "a nice girl from the village" is often entrusted with the education of the children, practically decide the intellectual and moral status of the future man or woman.

This brings me to the question of the books used in the School, and I should like to thank all the parents of children in the School for their extraordinary appreciation of the books we use, which is the more welcome because the selection of these is a long, difficult, and never-ending task. It is a curious thing to say, when there are hundreds of text-books on each of the subjects of study taken up in the School, that there would seem to be but the one right book, and that is long to seek; but the difficulty of

FINDING THE RIGHT BOOK

is an experience common to all students. We in England have inherited a curious parsimony in the matter of books.

Being by nature a conservative people, I suppose this particular meanness has remained with us since the days when manuscript books were too costly for the schoolboy's use; and that is why, as Ascham tells us, the boy had to learn at second-hand, from the lips of his master, what he should have got direct from the MS. of the author. Books are cheap enough now for the slenderest purse, yet it is astonishing how small a sum annually even educated people in easy circumstances will spend at their book-sellers'. This inherited parsimony, together with our contempt for knowledge, results in the fact that oral lessons and lectures generally take the place of books in schools. Therefore I am grateful for the generous response parents make to a pretty large demand for books. But I should like to say to any parents who may doubt the need for such and such a book set, that, to omit it is to leave out a link in the chain by which all hang together. Scholars who have grown up in this School, from class Ia to class IV, and have kept their books, find themselves in possession of a delightful library which is also a history of their intellectual life. The books they used as children of six and seven, being of a literary character, are still interesting to them when they are grown up. They know their way about many books treating of many subjects; there are, as we know, two kinds of memory, one for facts, one for the place, page, line, of the right book which elucidates the fact; the latter is the practically useful memory, and this, these young scholars should possess. The stimulating influence of this scholar's library, these "hundred" best books, let us say, which have been intellectually grasped between the ages of six and eighteen, can hardly fail to affect the atmosphere of the whole household as well as that of the schoolroom party. We know how parents join the scouting expeditions, make little journeys with the children in search, say, of bog-myrtle, or to see the sandpiper, have the pictures for the term framed and hung in the schoolroom (though a brown paper mount does just as well as a frame), in fact, allow themselves to be quickened in a hundred ways by the living interests of their children, and chief among these interests are the "delightful" books used in the schoolroom. Therefore, parents must not expect to get the full benefit of the School unless they do their part by providing the books set for each

programme of work. Each child should have his own books because the practice of looking on is bad for the eyes and because the sense of property in his books, and of the duty and responsibility of taking care of them, is no small part of his education. As for the cost, we are told of a saying of Mahomet's, how that if a man had twopence (or the equivalent of twopence) he should spend one penny on bread and the other on flowers. Let us apply the same principle to books.

To speak for a moment of another matter; the parent who goes to his boy's schoolmaster and says, "I don't want my boy to learn geography (or, say, Greek, or drawing), because he is rather exceptional," is set down by the schoolmaster as a faddist. The latter may make a polite reply but is apt to murmur, *sotto voce*, "that is my business now." And he is right. It is the teacher's business to survey the wide range of subjects some knowledge of each of which is due to a child, and consider how they may be best proportioned and included. What the parent cannot undertake to do as a whole, he may not do in part; that is a way of speaking to "the man at the wheel," which is not without risk.

The parents of delicate children are often afraid of too much mental strain and consider that when a child has nothing to do his brain is keeping holiday. Never was a greater mistake.

"The human (brain) is like a millstone, turning ever round and round
If it have nothing else to grind, it must itself be ground."

And the poor little chap who is sent into the garden to play is really working furiously all the time. It is desultory, unorganized work which fatigues both body and brain, while the rhythmic regularity of prescribed effort is wonderfully easeful. Dostoïeffsky, in describing convict life in Siberia, repeats again and again that the definite, purposeful work in which the convicts are employed is the one thing that keeps them sane and well; and one thinks of the numberless children below par as regards either mental development or bodily health who are left to prey upon themselves because they are supposed not to be strong enough for mental work. The brain, be it remembered, is a physical organ, and regular and sufficient exercise is one of the conditions which keep it in health. Brain Specialists are coming pretty unanimously to this conclusion, that all children are the better for definite

mental work, while such work is a necessity for those of retarded mental development.

Another bogey occasionally lifts its head,—that a child's intellectual labour and resultant fatigue are in proportion to the number of subjects studied. *Punch*, of course, knows about it. We all know that "Miss Honeyman's,"—Thesis for the D. Sc. degree, with its remarkable series of curves showing in Milligrammes the precise amount of fatigue endured by 5,875 children (male and female) varying in age from 6.329 to 7.215 years, in committing to memory the complete poem of "Mary and the Lamb," bade fair to revolutionize the whole science of Experimental Psychology. But, as a matter of fact, a number of subjects and a variety of subjects, make for relief and refreshment and not for fatigue; the things that tire a child are too long lessons and too long school-hours. By recognizing this fact we are able to get in much more work than the ordinary time-table allows of, because our lessons are shorter, and the children concentrate attention on what they are about. It is the constant effort to pull together

WITS THAT ARE WOOLGATHERING,

that fatigues child and man, and not rapid work done with full interest and attention.

While speaking on the difficulties that occur here and there in the working of the school, let me say a word to console parents who may be a little troubled because their children on entering the school are launched into the middle of certain books. Of course the same thing must happen in any school which they join because in a school children must work with their class. Now, very few subjects have either beginning or end, so it does not much matter where children come in so long as they alight on their feet; and, as the cycle of work goes round in the class they will want to use those parts of their books which they have missed. Anyway they have their books to refer to, and so are better off than children who depend upon oral lessons. The practice of beginning at the beginning and trying to overtake the class in the several books is much to be deprecated, and means the sort of overpressure which is fatal, not only to progress, but to that love of knowledge for its own sake which is the best thing to be got out of school life.

I have another little request to make. We try to order the child's school life so as to include not only many interests but also gaiety and leisure. But mothers, especially London mothers, are so wistfully eager to secure every sort of advantage for their children that the poor little people are trotted about from class to class for biology, astronomy, singing, dancing and drawing, French and Italian, until there is no freshness, no keenness left in them. I have not come across a child who has profited much by these various classes, and I do find that children whose leisure is spent upon extra classes become rather dull and are not much interested in anything. Children must have ease, leisure, and play.

Now, may I touch upon what is really a difficult question, and that is the teaching of French. The popular way of solving the difficulty is to secure a French governess or an Englishwoman who has lived so long in France that she speaks like a native, and has possibly got into the rather lax habits of mind which we are apt to fall into when we live too long apart from the responsibilities proper to our native country. We are on the horns of a dilemma. Children must learn to speak French fluently; but I believe that many of our failures in knowledge and intellectual interest are due to the pursuit of French at all costs. Now, many men have very good French, but no parent would sacrifice a boy's education as the mother does her girl's to this single acquirement. A French under-nurse, holidays spent in France with a tutor, a few months spent in a French family before going to College, or a French boy or youth as a holiday companion, are expedients that appear to answer the purpose with a boy in addition to his school work in French. I think, some such supplementary opportunities might be arranged for girls rather than that their school work should be impeded. We take pains to send out governesses who speak French with some fluency and correctness, and who have some knowledge of French history and literature, but I cannot say that I think the time allotted to French in the school time-table will secure a thorough knowledge of the tongue without some supplementary effort. I have known an interchange of pupils for a few months between French and English families to work well, and there is a very well-worked organization to arrange for such interchange between

families of a suitable condition in life.* We cannot afford to sacrifice our girls' education to French as our grandmothers did, and, though I know that many French governesses are admirable teachers, I think a word of caution may be of use.

Parents are sometimes in doubt as to how long their girls should be in the school; as to the boys, there is no question, every boy should go to a preparatory school by ten at the very latest however good the work he may be doing in the P.U.S., but, there are many good preparatory schools which have adopted our methods so that his special work may be continued. Girls, however, of a certain class do not go to school and remain with us until they are, say, eighteen. The work in the fourth class (from 15-18) is exceedingly interesting and delightful, qualifying a woman for family and social duties and for service to the world.

Lady Campbell will kindly read a few of the questions set in the last examination paper for class IV, from which it is possible to see how far a girl who has done the work is equipped with knowledge, principles to guide her in life and interests to afford joy in living.

SCRIPTURE.

- I. 3.—By what three stages did Ezekiel's commission come to him? Describe each. What four remarkable actions was Ezekiel commanded to perform?
- II. 2.—"Three cunning last assaults prepared the foe." Describe each briefly, and answer the query, "What fragments gather we for our distress?" How may these temptations come to us?
- 3.—What was St. John's purpose in writing his Gospel? Mention, (a), some religious ideas characteristic of St. John, (b), some titles of Christ peculiar to this Gospel.
- 4.—Write a short résumé of (a) *The Holy Grail*, or, (b), of three of Keble's poems that you enjoyed, quoting lines where you can.

EVERY-DAY MORALS AND ECONOMICS.

- 1.—Write, (a), as far as you can in the words of Alfred, his preface to *Cura Pastoralis*,—*This Book is for Worcester*, or (b), Asser's account of *King Alfred at Work*.
- 2.—Discuss four different forms of (a), courage, (b), loyalty, that you have come across in your term's reading. What duties towards others does Justice claim from us?
- 3.—Describe the vision of Philosophy that appeared to Boethius. How did he "lay bare his wound," and by what "few small questions" does She seek a method of treatment?

* Miss Williams, Franco-English Guild, Rue de la Sorbonne, Paris.

COMPOSITION. (Composition is also taken into account in History and Literature.)

- 1.—Write ten lines, in the metre of *The Passing of Arthur*, on (a) Camelot, or, (b), some scene that took place there,
- or, 2.—A scene for acting from *Emma*, or *The Warden*,
- or, 3.—Write a short letter to *The Times* on the coal strike from, (a), a mine owner, (b), a miner.

ENGLISH GRAMMAR.

- 3.—Write some notes on the influence on the English language of, (a) Italian in the time of (i.) Ascham, (ii.) Spenser, (iii.) Milton, (iv.) Jeremy Taylor, (b), Spanish in the 16th and 17th centuries, (c), French in the time of Charles II. Give examples where possible.

LITERATURE.

- 1.—Describe the character of (a) Galahad, (b) Launcelot, (c) Percivale, quoting any favourite lines in connection with each.
- 2.—Write, in the style of Malory, of, (a) how Merlin saved Arthur's life, or, (b), how the letters were found in the Siege Perilous.
- 3.—"Saunders Mackaye," says Carlyle, "my invaluable countryman . . . is nearly perfect." Give some account of him, and discuss, from *Alton Locke*, Kingsley's attitude to the Chartist movement.
- 4.—Jane Austen "worked with so fine a brush" on a "little bit (two inches wide) of ivory." Discuss this. Mention any biographical touches in *Emma*, and show wherein lay (a) the strength, (b) the weakness of character of the heroine.
- 5.—Trollope says he "knew every flame of the eye" of the actors in his stories. Describe some scene in *The Warden* which, (a), you think justifies this, or, (b), gives indications of thought and manners which differ from those of our day.
- 6.—Compare and contrast the treatment of the Arthurian legend by (a), Malory, (b), Tennyson.

ENGLISH HISTORY.

- 2.—(a) "He aimed at the education of his people"; (b) "he created English literature." How did Alfred set about (a), and whence did he get help? Give some account of his work under (b).
- 3.—What two principles guided Alfred as Lawgiver? Discuss the way in which he followed both.

GEOGRAPHY.

- 3.—"India was easily conquered, just as Italy and Germany fell an easy prey to Napoleon." Explain this, and show that "the conquest of India was not in the ordinary sense a conquest at all." Discuss the conditions which make the government of India by England a possibility.
- 4.—Explain, with a diagram, the general appearance and course of a glacier.

GEOLOGY, ETC.

- 1.—Describe an experiment which illustrates the possible arrangement of electrons within the atom. If the electron theory be true, how does it help us to understand, (a), an electric charge, (b), an electric current?

BOTANY.

- or, 1.—Write, in the style of Gilbert White, a letter on, (a), the birds, or, (b), the pond life, or, (c), the small mammals of your neighbourhood.
- 2.—Describe, with drawings, (a) the buds and bud scales of the beech, horse chestnut, violet, (b) the development of an acorn, (c) the marks on a sycamore twig, (d) three kinds of underground stem.

ASTRONOMY.

- 1.—What are the three great systems of shooting stars? How is it that they are visible to us? When may we expect them?

FRENCH.

- 1.—Write, in French, a résumé of (a) *La Trahison de Ganelon*, or (b) *La Vengeance*.

GERMAN.

- 1.—Write, in German, a résumé of *Parsifal*.

ITALIAN.

- 2.—Translate into English and retranslate in Italian 12 lines from either of the cantos you have studied in *Il Purgatorio*.

LATIN.

- 3.—Translate into English, and retranslate into Latin, (a) Horace's *Odes*, Book II., stanzas 1-3, and parse stanza 4; or, (b) Virgil's *Æneid*, Book, VI., lines 14-22, and parse lines 54 and 55.

ART STUDIES.

- 1.—A charcoal study (from memory) of a Botticelli group.
- 2.—A charcoal study of any, (a), Norman, (b) early English, (c), Perpendicular, and (d), Decorated work to be found in Winchester Cathedral. In what parts of the Cathedral is this work to be found?

Many parents, on the other hand, like their girls to go to school at fourteen or fifteen that they may make friends and see a little of the school world. It is sometimes urged against this that a girl loses more than she gains by being removed from

THE INTERESTS OF THE HOME-LIFE,

and especially from intercourse with her father. I think, myself, that school discipline is wholesome, but that it would be very difficult to make up for the educative value of the class IV curriculum. A good many schools are, however, doing our work admirably, and it might be possible for parents either to make use of these schools or to urge the taking up of this work in the schools to which they send their daughters.

The fact that we are marking the attainment of the School's majority in this happy Winchester week gives me the opportunity to "talk of many things." Many girls have been brought up, and thousands of boys and girls have had some

part of their education with us; I believe there is a lady present who has been for twenty years a member of the school, and still her children are working happily and successfully while those who are launched upon various careers are doing very well indeed. Girls who have become mothers, men who have taken their degrees, still, I believe, cherish affectionate remembrance of their old school which has never until now taken on the definiteness of visible numbers. We believe the P.U.S. has not existed in vain. It is abstract as distinct from utilitarian knowledge for which I think children acquire a real love in this School; and, as many of the members belong to what are called the governing classes, I think it is possible that England may receive from your children a great impetus towards the pursuit of that knowledge, to the lack of which many of our failures as a nation may be traced.

"A highly practical spirit is founded on abstract knowledge," we are told, and we who are practical, if anything, are rapidly finding ourselves outdone by a nation which puts knowledge first and takes practical aptitude as a consequence of abstract knowledge, that is, knowledge of Divinity, and the Humanities, (science and art, literature, history, ethics, etc.) We covet earnestly the best gifts, not that we may excel or equal any other people, but because:—

"We would indeed be somewhat as Thou art,
Not spring, and bud, and flower, and fade, and fall—
Not fix our intellects on some scant part
Of Nature,—but enjoy or feel it all;
We would assert the privilege of a soul,
In that it knows, to understand the Whole.
If such things are within us—God is good—
And flight is destined for the callow wing,—
And the high appetite implies the food,—
And souls must reach the level whence they spring!
O LIFE of very LIFE! set free our Powers,
Hasten the travail of the yearning hours."

Houghton.

A delightful programme had been arranged for the afternoon of Nature Walks, Scouting, etc., but rain coming on again all this had to be given up. Miss Mellis Smith (of the Staff of the House of Education, Ambleside), consoled the children most skilfully by organizing Indoor Scouting and games in the

large hall. Miss Mellis Smith has adapted scouting methods for use in the Parents' Union School where the scouts are mostly girls or little boys and are unable to join a recognized patrol. She first explained the objects of scouting with its backbone of Scout Law. Then the children were divided into groups, the scouts acting as instructors to the others. One group practised bandaging, another knots and stick ladders, a third signalling, while some studied plans, and a number played a strenuous "observation game." At the close came the ceremony of Tassel-giving to those P.U.S. patrols which had excelled in tests for observation and quick sight, geography, needlecraft and housecraft.

Thus was a rainy afternoon made profitable and interesting. Yet, all the same it was disappointing for the children to be kept indoors when they had looked forward to expeditions, and even the large hall was hardly big enough for such a number to play freely. There was no "mistress on duty," and no one obviously controlling the children, yet there was no roughness and no quarrelling or grumbling, the very real disappointment had not even clouded the eager happy faces. Surely, this is the strongest possible proof that the training given by mothers and governesses of the P.N.E.U. does develop strength and poise of character in even quite young children. To the outsider, who watched the children that afternoon and who now writes, nothing could be more convincing in support of Miss Mason's principles.

THE TIME OF THE SINGING OF BIRDS.

After tea, the children enjoyed a delightful lecture by Miss Ethel L. Turner, F.L.S., profusely illustrated by beautiful lime-light views made from her own photographs. Miss Turner is an artist as well as a bird-lover and she spends infinite time and care in getting the bird in the best possible setting as well as in the most characteristic pose. Her quiet enthusiasm is infectious, and she gave the children not only an enjoyable and instructive hour's entertainment, but valuable hints as to how to become intimate with even the shyest of birds, the first qualification necessary being patience.

Mr. D. W. Rannie, who presided, spoke of his pleasure in doing anything for the P.N.E.U., and of birds and beasts and all open-air sights and sounds as being very dear to him. Boys and girls were generally happy, but men and women did not always find happiness easy, and if they lost it nothing was so likely to bring it back to them as the study of Nature. The turning point with Job, when he was friendless, ill and puzzled, was when he was taken out of himself and made to consider the book of Nature. They could not get this happiness without knowledge, and it was lucky for the boys and girls of to-day that people had awakened to the need for nature study.

Miss Turner, after avowing that the most charming of all beasts were boys and girls, and that she loved them nearly as much as birds, told her audience that *the* time to study birds was a May morning—but they must be up early, or better still sleep out. Birds must be caught at matins for they are most easily identified by their note. All her best photographs had been taken between 5 and 8 a.m. Another useful piece of advice was to buy a six-inch ordinance map, indicate by number each migrant and put down where you first hear each kind. She then told stories of her personal acquaintance with the chaffinch, willow-wren, white-throat, lesser white-throat, black-cap, garden, sedge, wood, reed and grasshopper warblers, hedge-sparrow, finishing with the romantic story of her intimate friendship with a swan and his family who were joint proprietors with herself of a tiny island on the Norfolk Broads. The children's enjoyment was intense, and the many grown-ups present were no less grateful to Miss Turner for her lecture.

"SCALE HOW EVENING."

The final item of the day's programme was cryptic to many of us—a "Scale How Evening," which, as it transpired in an explanation from Mrs. Franklin, is a delightful method of Miss Mason's by which the students at the House of Education amuse and edify one another. The platform was arranged as a drawing room in which sat Miss Chaplin, an ex-student, surrounded by a staff of helpers, the idea being that any family, or circle of young and old, interested in literature, should at intervals take a favourite author, musician, or

artist, one member giving a sketch of the life and others supplying the illustrations. For this evening Jane Austen was chosen because of her association with Winchester and with the term's work. Miss Chaplin read an able and critical essay written from an individual point of view (with which perhaps not all of her hearers would agree) and illustrated by readings from novels and letters given by Miss Mellis Smith, Dr. Helen Webb, Miss Henderson, Miss J. R. Smith, Miss Allen, Miss Pennethorne, Mrs. Daniell, Miss Davis, Miss Thompson, Miss Kitching and Miss Cruse.*

WEDNESDAY, May 8th.

The first item on Wednesday morning was a talk by Miss Parish (General and Organizing Secretary of the P.N.E.U.), on the P.U.S. Motto, "I am, I can, I ought, I will," which was concluded on Thursday morning. Miss Parish has kindly written out her notes for reproduction here, but they hardly suggest the charm of delivery and the intimacy with which she talked to the children, leading them so naturally from the little duties and interests of family and schoolroom life to the soul's deepest relationship of trust in God. She came very near to the hearts of the adults also, and many a mother felt that she had received guidance and encouragement in the task of training her little ones.

NOTES FROM THE TALK ON THE PARENTS' UNION SCHOOL MOTTO.

"I AM, I CAN, I OUGHT, I WILL."

Children, yesterday we all had that most happy moment in the Cathedral and to-day, before beginning the work that lies before us we will have a few moments together.

First of all, we want to say good morning to Miss Mason (the children said it altogether). I do not think she can ever have wanted anything quite so much as to be here with you all. I do not know how you feel about it but it seems to me

* Held over till August through want of space.

that she is thinking about us all so very much that it is as though she were here. It is wonderful how close we can keep to those we love even when our bodies are very far away. The reason of this is that we are not made of body only. The best part of us is not body at all but spirit. Spirit knows no distance, no time, it is boundless. There is not one grand, high and beautiful thing which spirit cannot reach. There is not one great and mighty thing which spirit cannot do. The spirit is the "I." Remember our motto. Say it. (The children said it.) "I am, I can, I ought, I will."

Now in order to really say those words here in this room so that we can all hear them, we must have brains to think them, voices to utter them, lips to frame them, that is we must have bodies as well as spirit.

Bodies, therefore, are very important, and they must be treated with great reverence and care. Sometimes they make it very difficult for us to do the great and high thing, yet we must remember that our spirit is the stronger part and that it can bring the body into subjection and make it a most useful servant.

It is easy to say and understand "I am." It is an evident fact, "I can" is more difficult to believe yet it is just as true. But it is only true in proportion to our effort to make it so. God puts us here and so makes "I am" a fact, but in His great wisdom He leaves it to us to work out "I can." Each of you knows how this has to be done in your own special case, but there are one or two ways that belong to us all. They may be classed under three headings:—

Doing. Refraining. Trusting.

To do the thing we should; to abstain from doing the thing we should not, are two laws that we all understand as soon as we understand anything. I am not sure that we all understand equally well the duty of trustfulness. We cannot possibly trust too much in God's help and we so often go astray because we lose sight of this fact. We are speaking of the Motto of the P.U.S., and therefore, "I can" has a very special meaning which is not difficult to guess. It applies to Class Ia. all through to Class IV. Why do all of us do lessons? Not only because it is convenient to know when William the Conqueror came to England, not only because it is very nice to know how

to make shields and banners, but because all of us want to be exercised in thinking.

Your bodies cannot get strong unless you are energetic, and drill and garden and cook and take nice walks. Neither will your brains get strong unless you think very hard about what you are doing. Our brains are the houses in which spirit, the real "I" lives, and we have seen how it is that spirit must be master and body servant.

You must, then, do your lessons in a very special way. That is to say, you must not expect other people to do the work. You must be only too glad to do things yourselves and when, as so often happens in the schoolroom, you are impatient to have some difficulty explained and your teacher cannot give the explanation because she is busy with one of your sisters or brothers, you must welcome it as an opportunity for proving to yourself that "I can" becomes more true every day.

It seems that our motto is divided into two parts, one which puts before us conditions in which we have no option, and the other conditions which depend upon ourselves.

"I ought," implies that something is owing. We all have a debt which is never quite paid though we can discharge a small part of it every day. It is the debt of service. Have you ever thought that you are not in the world exclusively for your own pleasure and benefit? You are here because you are wanted. You may not yet know exactly why you are wanted but I expect that every time you feel your mother's arms about you, you understand in part. One of the special debts which children owe is cheerfulness. Nothing is quite so tiring as to be with grumbling people. From the very beginning your special part must be to look on the bright side of things, for there always is a bright side. But being bright is not the only debt one owes. There is the duty of implicit obedience, of unfailing truthfulness, and of quiet fearlessness. All these duties, beautiful in themselves, bring one into the condition of being a good citizen. But one other duty remains without which we can do nothing and that is love which will never come to anyone till self has been more or less forgotten. When we have learned to think of others first and self last there is no longer so much difficulty about knowing what we should think and how we should act.

"Others first" must be the watchword of all P.U.S. children. The honour of the big school to which you belong. The honour which you must bring to your dear Head Mistress, Miss Mason. The zeal with which you work is the service which you have to give day by day and hour by hour.

Let us try to remember something of this when we think of our motto, "I am." The body that is to be the good servant, setting free the spirit that is to rule as spirit should. "I can" becoming more true every day as we exercise our wills to prove it. "I ought" putting before us a picture of glorious possibilities and "I will." Children, here again is your part. It must happen by your consent and by your wish. Your parents and teachers however much they love you, cannot make you learned nor good. All the knowledge and virtue you gain must be through your own effort. All alone? No, not all alone. We are now going to sing "Blessed are the pure in heart for they shall see God," not only hereafter but to-day and every day. The effort is to be our own and no one can make it for us, but God is adding divine strength to our strength in full measure. "Thou shalt show me the path of life; in Thy presence is the fulness of joy, at Thy right hand there is pleasure for evermore."

Lessons, Songs, Drill and Dancing followed as on Tuesday, till 11.45, when Mrs. Howard Glover conducted

A MUSICAL APPRECIATION CLASS,

which she carefully explained was not a lesson. Mrs. Glover, as Lady Campbell announced when tendering thanks at the close, has introduced this idea into England and has arranged the programme of music for the Parents' Union School for eight years. The plan has been copied with success in some of the Public Schools. The ideal arrangement is that the mother should gather the children round her in the drawing-room, talk to them about the life and compositions of the composer chosen and play to them some of his works in illustration. Unhappily in many homes neither mother nor governess are prepared to render much classical music; the suggestion then is that several families should join together and secure the services of a professional; or failing that

possibility the pianola may even be pressed into service. On this occasion Mrs. Glover began with an account of the Bach family, and of the childish enthusiasm of John Sebastian, then a description of the instruments of that day for which his music was written, followed by explanation and pianoforte illustration of prelude and fugue. Then selections from Beethoven and Brahms; and finally, the thrilling description of the origin of Schubert's "Erl King," reading Sir Walter Scott's version of the story to the children before playing to them Liszt's transcription. Classes Ia and Ib were allowed to go before the end, being rather tired of sitting still, but even the youngest had understood much of the explanation and had enjoyed Mrs. Glover's exquisite rendering of the pieces chosen.

HISTORICAL DRESS PARTY.

Words fail us when we try to describe the Historical Dress Party and all the enjoyment it brought to the children in preparation, expectation, and actual fact—and in reminiscence too, doubtless, assisted by the excellent photographs taken of the various groups.* Mrs. Clement Parsons was Queen of the revels, valiantly assisted by Mr. Clement Parsons, Mr. Ernest L. Franklin, and other gentlemen, who acted as ushers. It is difficult to realize how much the gathering owed to the enthusiasm, historic knowledge and sheer hard work which Mrs. Clement Parsons and Miss Sylvia Parsons put into the preparation for this event. Every child, and many adults, appeared in character, necessitating much correspondence, and the drawing by Miss Parsons (a genius in such things) of a coloured and detailed design for almost every costume. The procession afforded an interesting study of the evolution of dress from the stern simplicity of Saxon and Norman times, to the Tudor climax of ornate display, receding to the, shall we say trite, simplicity of a more recent day, relieved by the rustic group of the May-day revellers.

*Photographs may still be obtained from Messrs. Salmon, Photographers, High Street, Winchester, also two from Mr. Grant, the Guildhall, and from the London Offices of the *Daily Graphic* and *Daily Mirror*.

The party began with a sit-down tea for the children for which they arrived in full attire. Next, by the help of a carefully-devised plan of coloured tickets, the children, many of them gorgeous beyond recognition, were marshalled into groups each of which in turn passed down the broad steps of the Guildhall (to the great delight of the populace of Winchester assembled in the street) and into the Courtyard where photographs were taken—(how grateful we were for the weather!). Then they trooped up the steep outside staircase (small knights in stiff leg casings being carried in the friendly arms of nuns and court dames!) on to the platform whence they passed amid cheers to their appointed places in the hall. These carefully arranged groups must have made a valuable impression on each child's mind of the sequence of the leading events in English history. When all were thus assembled, and the adults (relegated to galleries and the seats immediately under them) gazed on a magnificent array of bejewelled robes and shining armour, Mrs. Clement Parsons mounted the platform, and graciously presented each group as they ranged themselves in turn beside her in the following address:—

Ladies and Gentles all—small and great—(and very many of you are both at once!) I am to act as show-woman or interpreter to the moving Masque of Winchester History which you yourselves are presenting. Let me say, first, that all who are here in historic costume are dressed to represent either famous characters connected with Winchester, or their courtiers, companions, and dependents, who, also, must certainly have been at Winchester with them. I shall soon see before me a goodly company of crowned heads, warriors, ecclesiastics, and other worthies, and yet I can assure you that though we have included all the famous persons we could, those who are in this hall represent scarcely half of the illustrious men and the great ladies who, during England's long and glorious past, came to Winchester or lived at Winchester. The history of Winchester mirrored the history of England. During the mediæval centuries Winchester was the royal seat of Kings, the continued home of Queens.

But here we can never think of earthly principalities alone. Our imaginations are filled by that gray Cathedral which went

on *growing*, like a living thing, through all those ages, being ever *added to*, and ever made more beautiful. And the Cathedral brings us to the thought of that wonderful tradition of civilization—learning and quietness—which was preserved inside the Minster and its precincts—often threatened, sometimes shaken, but always *there*—behind the rattle and tramlings of worldly strife. It is enough to go about, as we have been doing these last two days in Winchester, noting the names of its streets, the remnants of its monastic houses, the charm of its courts and cloisters, churches and spires, to realize the facts that made past times great and ours so full of their memories. Old episcopal and religious places keep something about them sacred and austere; the sense of *order* surrounding centres of light and strength. A grace seems to go out of the ancient stones, built up after a plan so consecrated. If we love to look upon ancient places, much good comes to us from them.

I believe you have seen King Arthur's Round Table that preserves to Winchester the legend that Winchester was many-towered Camelot. The history of all nations begins in romance, and so we thought we might fairly delight ourselves with reviving, first, to-day, the figures of knights and ladies who surrounded the Most Renowned King of the Britons, Arthur.

"There stand the Knights! stately, and stern, and tall;
Tristram and Percivale, Sir Galahad,
And he, Sir Lancelot, and in their midst, the King!
Arthur, the son of Uther Pendragon."

All you scholars in the Parents' Union School have learnt to love Sir Thomas Malory's sometimes joyous, and sometimes dolorous, story of Arthur. Every figure in the group now before us bears a name with which *you* are familiar. I have no time to name you all, you valiant knights and gentle ladies, attendant on King Arthur and Queen Guinever. To one another you will already have imparted your various splendid names.

Each of the Knights of Arthur's Table fared forth on some unselfish adventure, and the highest adventure of all was the quest of the Holy Grail.

A historical King Arthur will never now be defined, I suppose, but the ideal Arthur, the Flower of Kings, reigns, securely

beyond time and space, in that kingdom of old romance of which Winchester, as Camelot, is the capital. All down the Middle Ages a strange hope never ceased to flicker in the simpler people's hearts that Arthur would come to life again to defend the poor and tread down oppressors. Such grace had kings when the world began. Let us go on enjoying Malory's book in the spirit of these words of Caxton in his Prologue to it:—"For herein may be seen noble chivalry, courtesy, humanity, friendliness, hardiness, love, friendship, cowardice, murder, hate, virtue, and sin. *Do* after the good and *leave* the evil, and it shall bring you to good fame and renown. And for to pass the time this book shall be pleasant to read in, but for to give faith and belief that all is true that is contained herein, ye be at your liberty."

Now leave we King Arthur and the Table Round, and turn we to other matter—as Malory would say—to a most authentic and solid, earnest King, Alfred the Great, who made himself substantially King of all England, and reigned at Winchester over his special kingdom of Wessex. Here you behold Alfred and his Queen Elswitha, and his mother, and his sons, and his daughter, the Lady Ethelfleda, and her husband, and many another stout man and true, and good wife, and tender maiden, including a granddaughter of Alfred's, Eadburh, who was a nun in Winchester, and the "golden-haired" grandson, Athelstan.

With Alfred darkness breaks, and the country which had been lost to view as Britain re-appears as England. Alfred was born in almost exactly the middle of the ninth century. He was one of those truly first-class men who would be equally great and simple whatever century they were born in. He shines like a strong light through all mists and perversions of time. During his struggle against the Danes, his enemies found it "necessary to contend with him even after he was overcome." Alfred was a very practical man—true Englishman, too, in that, and a most hard worker. Furthermore, though he lived in such rough, unquiet times, and though he was a grand fighter when fighting was necessary, he made a long, strong peace. He loved books. He cared for all conditions of his people. He tried to instruct and educate them. He was pleasant to all, and always eager to enlarge

his knowledge by familiar questions addressed to any workman he met, about the man's particular calling. If all kings had been like Alfred there would be no republics in the world.

You will observe Saint Swithun heading our Alfred group. Swithun was the friend of Alfred's father, Æthelwulf, and Alfred, when young, was brought up at Winchester under Swithun's influence. With Bishop Swithun begins the long line of Winchester's historic Churchmen. I am sorry that we have not to-day been able to do anything like justice to this side of Winchester history. Even before the Norman Conquest, the priests and monks—whom Alfred called his "prayer-men"—formed a large body, and their services were as essential to the welfare of the State as those of Alfred's "army-men." The Church kept little, far-away England in touch with Europe under ecclesiastical authority, and thus prevented it halting while other countries were progressing. The clergy advanced the great arts of life. They had the trimmest gardens, best orchards, and the ponds fullest of fish. They were the doctors and surgeons. They made exquisite little pictures in their breviaries and chronicles. They were musicians. They were architects. Always think of historic Winchester as a place that owed an immense amount to the clergy and the various orders of monks and nuns. Wherever children were, there monks and nuns were teaching them. The presence of the nuns who are here to-day is not a fanciful idea. Historians never seem to make enough of the intimate part religion played in history, and how closely it linked itself with people's everyday life.

The second section of the Alfred group carries us on from Alfred to Norman William. We are beginning the 200-year period of England under foreign rulers. The first foreign ruler was Cnut the Dane. He came as an invader, but he reigned like a patriot, and gave England the blessing of peace.

A legend tells that after the famous scene between Cnut and the sea-waves, Cnut, returning to Winchester, vowed never again to wear his crown, and placed it above the high altar in the Cathedral, where it remained till the sixteenth century. After Cnut was buried in Winchester Cathedral, his successors proved fierce savages, and a descendant of Alfred, Edward the Confessor, was called out of exile in

Normandy by Earl Godwine. Edward was consecrated King in this Cathedral, and Godwine made him a present of a ship that lay moored on the Itchen by St. Swithun's Bridge—at her stern an embroidered lion and at her stem the Dragon of Wessex in gold. Godwine, and Edward the Confessor, and Winchester's "Lady," Queen Emma, Edward's mother, who lived in Godbegot House, in Winchester High Street, are all on the dais.

You look next at William the Conqueror, that strong, hard man, surrounded by Norman knights, and at Queen Matilda, who, we like to think, sat and stitched, among these ladies of hers, the piece of needlework preserved at Bayeux, which tells the story of the Conquest as it appeared to Norman eyes. Settled in England, the Conqueror made Winchester his headquarters, for the reason that so long as the King of England was also Duke of Normandy, Winchester lay handier for Rouen than London did. William was crowned at Westminster, but at a council held, four years later, in Winchester, he was re-crowned with much pomp in the Cathedral here by three Papal legates.

William Rufus was the next monarch, and he, too, had a great deal to do with Winchester, but nothing in the Red King's life connects him with this city so closely as his last entrance into it, when, on a charcoal-burner's cart, his body was drawn in from the New Forest, wounded by a companion's arrow in the chase he had lived—and died—for.

"Through brake and briar the huntsmen went,
The hounds they followed well,
And instead of a royal stag that day
A King of England fell."

No great dole was made for him in England, where, as a king, he had not been worth an oyster—I use a mediæval phrase—the air seems full of ancient ways of speech in this beautiful Winchester.

And now we have Henry I. and his Queen, Matilda of Scotland. Their elder child was born in Winchester Castle—he was that William who perished in the White Ship. During Henry's time the best man in Winchester was Prior Godfrey. You see him before you.

"At St. Swithun's, he restored all things sacred to their right condition, by touching them with his own grace. Religion and hospitality he impressed on his monks. Humble, too, was Godfrey, that holy man." So wrote a chronicler concerning him. Clearly, Godfrey made St. Swithun's Priory a fair haven amid the turmoil of the world of the time.

Two royal pairs are on the dais in the next section. One is Henry II. and Eleanor of Aquitaine; the other is Prince Henry, the King's son, with his bride, Margaret of France, to whom he was wedded here in the Cathedral in the King and Queen's presence. He and the Princess of France were "crowned together," we read, in Winchester by the Archbishop of Rouen. Eleanor, Henry II.'s Queen, lived principally in Winchester, and she much enlivened the City with miracle-plays, mysteries, and merry shows, in all of which her good friends, the Benedictine monks of St. Swithun's, took active part.

Standing apart are an Earl of Winchester of the reign of King John, and his Countess. This Earl was a De Quincey, and stood beside John at the signing of Magna Charta. You may so see him at Madame Tussaud's, but to-day you see both him and his Countess impersonated by two actual De Quinceys, the Earl bearing their proper shield.

Henry III. was called Henry of Winchester because he was born here and baptized in the Cathedral font, but whenever he reminded the Wintonians that he had been born among them, it augured them no good. He demanded everything, and gave nothing—a bad sort of king. The most famous of Winchester figures, William of Wykeham, Bishop of Winchester and Chancellor of England, comes into our pageant in the fourteenth century. Wykeham founded Winchester College and New College, Oxford, and rebuilt Winchester Cathedral, and his Winchester is the "white city" we love best to recall. We fancy its houses—timber and ornamented plaster, the ends of their hammer-beams carved with heads of saints. And, arching over the secular life, we imagine the Cathedral and the fraternities of friars. All day under Wykeham, the tapping of mallet on chisel echoed through the Great Church as it transformed itself from Norman to Perpendicular, while the loveliest tracery of all was spent upon Wykeham's own chantry, where, as a boy, he had loved to pray.

I have so much tow on my distaff that I can only just point out the leading characters in our Edward III. division, the King and Queen Philippa, the Black Prince and his consort, Joan of Kent, young John of Gaunt and his wife, Blanche of Lancaster. For the first time, we include a cluster of "the common folk." At Crécy, Edward's archers,—at home, yeomen or churls—conquered French mounted knights, and from that date feudalism was doomed.

Our next Picture represents the reign of Henry VI. The Wars of the Roses meant a sad time in English history—a time of selfish rivalries and silly conflict that brought about no good. We have in the group one character at least who was *helpful* to men, and that is Waynflete, the Bishop. Tomorrow you will be looking at his splendid Chantry, where he is represented grasping his heart, in obedience to the words, "Lift up your Hearts."

Now, we pass into the first reign of the new order which came in with Henry VII., the first of the Tudors. Let me draw your attention to the black, religious dress of Margaret Beaufort, Henry VII.'s mother, because it is taken from the earliest *beautiful* picture in England of any actual person—Painter unknown—the picture is in the National Portrait Gallery. This Lady Margaret was a signal benefactor to English learning. Lady Margaret Professors commemorate her name in both our ancient universities, as in their bidding prayer she is to this day remembered. Christ's College and St. John's College, Cambridge, revere her as their foundress.

Henry VII. is now King, and his consort, Elizabeth of York, stands besides him. You will hear Henry VII. spoken of as cunning and miserly, but always remember that after the waste of the Wars of the Roses, he, and he alone, made it possible for Henry VIII. to restore England to its rightful position of being a first-class power in Europe. Henry VII. set his face against all crimes of violence, he reduced dangerous nobles, he encouraged talent in persons of the middle class. Finally, in the words of his biographer, Lord Bacon, "In that part both of justice and policy which is the most durable part, and cut, as it were, in brass or marble, the making of good laws, he did excel."

Henry VIII. stands foursquare in the midst of his gorgeous

Holbein Court. Of the six queens you see only the first, Katharine of Aragon, in green and orange, and her next successor, Anne Boleyn, in green and gold. You see Fox, Bishop of Winchester, aged and blind, and Cardinal Wolsey, who, at the death of Fox, became Bishop here; you see Henry's high and puissant guest, the Emperor Charles V., whom he entertained at Winchester, and to whom he showed the "Round Table." You see Margaret Pole, last of the proud name of Plantagenet, you see the chief of the great house of Howard, Thomas, 2nd Duke of Norfolk, you see wise Sir Thomas More, Courtenay, Marquis of Exeter, Sir William Butts, the King's physician, and Will Somers, his jester. Henry is the sun round whom all move. He was tall and regal-looking. He rode better than his grooms and shot straighter than the archers of his guard. He was well read. "Pastime with good company" he loved. With all that, he was a good judge of character. "King Henry," people said, "knew a man when he saw him."

I want you to notice, Children, as your pageant broadens down, how the character of the actors, reflected in *dress*, alters. Our history began with everybody wearing a sword, and being on the look-out for a fight. *Then*, in order to put oneself out of the way of bloodshed and disturbance, one had to become a monk or a nun. But time goes on, people become better educated, property grows safer. Fighting men will still be wanted to guard England from foreign peril, but, inside England soldiers have in only one period been seriously necessary between Tudor days and ours.

The monks and nuns pass away with Henry VIII. They had served their turn. The modern idea of Law had dawned. Sanctuary was no longer needed.

Poor Queen Mary appears next, attended by Lady Katharine Grey and other ladies and lords—among the latter, a Marquis of Winchester. Mary was married to King Philip of Spain in Winchester Cathedral, and all in our Philip and Mary section were personages, English and Spanish, present at those ill-starred nuptials—the romantic Count Egmont will be your favourite. If Mary had had a husband who cherished her, and children who loved her, she might never have burned the heretics in Smithfield.

We see Queen Elizabeth in her old age, for she visited Winchester in 1600, three years before her death. We see the Marchioness of Winchester, who received her Majesty at the newly built Basing House, and the Maids of Honour are those of her last period. Lady Southwell is here—in whose arms the great Queen died. Here, too, is Arabella Stuart, Elizabeth's "good cousin," whom she sometimes pretended she would make her successor. During James I.'s reign, Arabella Stuart was kept for a time in something dangerously like captivity in Winchester Castle, while, in the Castle's great Hall, Sir Walter Raleigh was being sentenced to death for his assumed share in a plot which linked on with a suspected attempt to raise Arabella to the throne. Raleigh just escaped being beheaded in Winchester. While he was in prison here, he wrote a noble poem to the good wife whom you see to-day at his side.

Oliver Cromwell came to Winchester. The object of his visit was either to blow the Castle up or to make it submit! After one day, the Royalist garrison chose the latter course, and the Roundheads swept on to the siege of Basing House. Richard Cromwell, the Protector's son, married Dorothy Major, of Hursley, close by Winchester, and she and their two daughters, are in our group. Some of you may find time to-morrow to look at the Cromwells' names in Hursley Church. The church is newer than its tombs. It was built out of the profits of *The Christian Year*, that book so dear to many, which the best-known Vicar of Hursley wrote.

I should like to say more than I can about each figure in the small knot that bears the date of Charles II. Here is Mistress Jane Lane, who saved him after Worcester Fight by riding pillion with him, pretending he was her groom. After the Restoration, Charles let her add the Royal lions to her shield, as a memento of her brave help. She married a gentleman of Winchester, and lived in this city. Here is little Ken, who was a Prebendary of the Cathedral. His hymns, "Awake, my Soul," and "Glory to Thee, my God, this night," you all know. They first appeared in a Manual of Prayers that Ken composed for Winchester College. Here is Ken's brother-in-law, Isaak Walton, with Mrs. Walton, Ken's sister. Isaak Walton lived in Wolvesey Palace. He

is the patron of all good fishermen. He wrote *The Compleat Angler*, a book which resembles in its style the rustic scenes and prattling rivers it celebrates. Withdrawn from the rest, you see two soberly dressed ladies. One is Alice Lisle, the other her niece, Winifred. After the battle of Sedgemoor, Alice Lisle, herself the widow of Cromwell's close friend, sheltered two partisans of Monmouth. For this, abominable Judge Jeffreys sentenced her to be burnt alive. The aged, high-hearted lady was not actually burnt, but she was beheaded in Winchester market-place. A crime, indeed, though committed in the name of law.

We have reached Queen Anne. Here she is with that tremendous friend, Sarah, Duchess of Marlborough. She is attended by two Maids of Honour, one, a daughter of the Duke of Ormonde; the other, Beatrix Esmond, daughter of my Lady Castlewood. You will like to know that the gray and cerise suit in which you see one of Queen Anne's pages is actually historical. Its present owner wore it in Westminster Abbey, at King George V.'s Coronation.

There is a tablet in Winchester Cathedral to the celebrated Elizabeth Montagu, "Queen of the Blues," a lady to whom was largely due the refining of English society that came in late in the eighteenth century. Mrs. Montagu used to feast the haymakers in her Park, and she introduces our pastoral scene of a Hampshire May morning. Fancy, if you please, that these pretty country folks are in the open a few miles out of Winchester. Ploughmen, woodlanders, shepherdesses, dairymaids, and all of 'em willing to dance in the spring weather.

In Winchester, no words are needed to introduce Jane Austen who knew the place so well. In her team the little genius drives her principal female characters—the Bennet girls are there, and garrulous Miss Bates, and sweet Anne Elliot—"only Anne." They will all tell you their names later if you ask them.

We have reached the last stages of our strange, eventful history. First, you see the Princess Victoria, known to us as Victoria the Good, who, as a child, came to Winchester with the Duchess of Kent and her ladies.

Finally, you see a selection from what was best and brightest

in mid-Victorian Winchester. Let us call this a group at a party given by the second Countess of Northesk—her granddaughter plays the part to-day. We see Bishop Samuel Wilberforce, venerable name, and Miss Yonge, that sensitive mind, and Mrs. Moberly, the Headmaster's wife, and other ladies.

And now, Princes, Princesses, powerful lords, and beautiful gentlewomen, my part is over. I hope you are not tired. Talking, as I have, of illustrious people, and looking, the while, at your fresh young faces, I see "history" come to life again, and the world all hope and renewal.

At the conclusion there were hearty cheers for Mrs. Parsons and her daughter. Then, after some very pretty Morris dancing by the May-day group, who were trained by Miss Faunce and Miss Evans, the whole floor of the hall was covered with a merry, glittering, dancing throng. We noted Henry VIII. dancing with Anne Boleyn, Charles II. and Philip of Spain in the same set of lancers, a lady of Edward III.'s time in regal robe and crown with the Countess of Derby in the days of good Queen Bess, curious and interesting effects occurring through the proximity of so many styles and periods. It was a tired but contented throng of revellers who dispersed at 7 o'clock by cab and on foot—again to the delight of modern Winchester.

The following is a list of the Characters and their Impersonators—

Arthurian Group.—King Arthur, Master Thornton; Queen Guinever, Miss Thornton; Sir Lancelot du Lake, Jean Carnegie; Elaine, Kitty Bulteil; Queen Morgan le Fay, Enid Matthew; Sir Galahad, Margaret Rees; Sir Tristram, Constance Percival Pott; La Beale Isoude, Nancy Percival Pott; Sir Kay the Seneschal, Rosemary Worthington Evans; Ionde le Blanch Mains, Mary Walford; Sir Bedivere, Jean Stobart; Sir Gawaine, Rhoda Waley; Sir Gareth, Margaret Sykes; Sir Ector de Maris, Diana Brackenbury; Sir La-Cote-Male-Taile, Hope Highley; Sir Percival, Beatrice Pennington; Sir Gapevis, Felicity Ponsonby; Queen Igraine, Anne Holt; Arthurian Lady, Miss Mary Rossiter; Queen Elizabeth, wife of King Meliodas, Rosemary Blackadder; Sir Boris, Mrs. Hickson; Sir Tor, Gwendolin Sturges; Queens of Northgalis, Waste Lands, and the Lake, Miss Pennethorne's pupils; the Lady, Lily of Avilion, Peggy Ballard; Sir Pellinore and Sir Palomides, Mrs. Hickson's pupils; Sir Lamoracke de Galis, Elizabeth Bramwell; the Fair Lady, Dame Laurel, Angela Pill; Arthurian Ladies, Helen and Oliva Rathbone; Dame Lyones, Silvia Marian Cherry; Lynette, Phoebe Laure Cherry; Queen Guinever's page, Lydia Cherry.

Alfred the Great Group.—King Alfred, Anthony Percival Pott; Queen Elswitha, Doris Hunt; Prince Edward, Clifford Harris; Edward the Red, Thane of Shipton, Robert Walker; Ethelred of Mercia, Geoffrey Crossman, the Lady Ethelfleda, Ruth Harris; Lady attending, Jocelyn Young; Athelstan, Tyrell Young; Saxon Lady, Miss Lowie; Osburga, mother of Alfred, Miss Mathews; Saxon Lady, Ruth M. Lawrence; Saxon Maiden, Bridget Crossman; Eadbuhr, daughter of Edward the Elder, L. Reeve; Ælla, son of Edgar the Red, Bob Brackenbury; Edith, daughter of Edgar the Red, Margaret Brackenbury; Frideswide, Frances Ethel Vickers; Eadburgh, wife of Edgar the Red, Dorothy Holt; Wulfhild, sister of Wulfstan, Thane of Leighton, Felicity Rogers; Maiden, Peggy Collier; Earl Godwin, Master Cooper; Guy of Warwick, Edward Buswell Stubbs; King Canute, Ruth Spragge; Edmund Ironside, Robert Bainbridge; Emma the Norman, Irene Doreen Oldfield; Edward the Confessor, Margery Christian; Edith Dorothy Christian; Edward the Unready, Patience Rogers; Norman Lady, Sybil King.

Norman Group.—William the Conqueror, Kenneth Collyer; Matilda of Flanders, Evelyn Plumtre; Norman Lady, Carrie Harding; Norman Knights, Joseph Watkins and Patrick Graham; Norman Ladies attending Matilda, Joyce Orlebar, Joyce Falwasser, and Helen Barclay; Norman Knights, Anthony Hunt, Martin Hunt, Arthur Highley, and Master Chapman, Godfrey, Prior of St. Swithun's, Master Chapman; Henry I., E. Joyce Lawrence; Matilda of Scotland, Miss Holmes; English ladies, Joan Barclay, Beryl Colman, and Esther Judd; child, Miss Stievenard; Margaret of France, Marjorie Brooks; Eleanor of Aquitaine, Susan St. John James; Henry II., Frank Hellier; Prince Henry, Helen Schwaan Nugen; Ladies attending Margaret of France, Alice Boyle and Virginia Kennedy; Ladies attending Eleanor of Aquitaine, Alison Young, Margaret Young, and Nancy Ballard; Earl and Countess of Winchester (*temp.* King John), Margaret and Mary de Quincey; Black Nuns, Misses Christine Cooper, Margaret Owen, O. M. Lowe, F. Judd, Buckler, and Edith Frost; Nuns of the Order of St. Joseph, Misses Kitching, Neligan, and Loveday; Franciscan Nuns, Miss Janet R. Smith., E. L. Crowe, E. Snushall, and K. Powell; Nuns of the Faithful Virgin, Misses Coxhead, B. Goode, D. Yeo, J. M. Wilkinson, and J. D. Taylor; Lady in Waiting, Olive Franklin.

William of Wykeham Group.—William of Wykeham, Studley Birley; the Bishop's Chaplain, Eric Birley; Austin Friar, Frances Walford and Josie W. Oldfield; Franciscan Friars, Doddy Ward, and Masters Horn and Logan; Henry III., Philip Walker; Jester, Biddy Miller; Eleanor of Provence, Lady Katherine Carnegie; Lady attending Eleanor, Nancy Rankin; Countess of Leicester, wife of Simon de Montfort, Joan Darcy Hart; Ladies in attendance, Amyatt Hull and Angela New; Edward III., Anthony Stobart; Philippa of Hainault, Joan Brocklebank; Black Prince, Richard Pennington; Joan of Kent, Josephine Thompson; Blanche of Lancaster, Molly Wentworth; John of Gaunt, Nicholas Piel; Edmund of Woodstock, Master Bentall; Jester to Edward III., Jock Howat; five peasants, Vera and Doris Grimble, Muriel Hicks, Joyce Jones, and Ivy Vallana; young noblemen, Master Baddock and Sybil Vincent; Matron, Miss F. Rankin; Margaret Beaufort, Mrs. Howard Glover; Henry VI., Miss Brunnhilde Greaves; Margaret of Anjou, Hilda Warren; page, Phyllis Budgate; Edward, son of Henry VI., Godfrey Samuel;

Bishop Waynflete, Miss Gibson; young nobleman, Rosalie Less; Nun, Miss Kember.

Tudor Group.—Henry VII., Miss J. H. Mellis Smith; Elizabeth of York, Eleanor Green; Jester, R. V. Le Maistre; Henry VIII., Mr. Hickson; Katharine of Arragon, Miss Shepherd-Cross; Emperor Charles V., Cyril Franklin; Cardinal Wolsey, Vera Lincoln; Bishop Fox, lady teacher; Spanish nobleman, Michael Franklin; Maria di Sarmiento, Janet P. Thompson; Duchess of Norfolk, Hester Capel; Mistress Mary Fynes, Miss Shepherd-Cross; Marquis of Exeter, Joan Miller; Lady Elizabeth Grey, Janet Judd; Duke of Norfolk, Trix Parsons; Margaret Countess of Salisbury, Alison Daniell; Sir Thomas More, Irene Chandler; Marchioness of Dorset, Eileen Plumptre; Will Somers, Mr. Ivan Peake; Sir William Bulst, Tom Foxborn Ferguson; Lady Elizabeth Stafford, Eroica Orlebar; Countess of Oxford, Norah Thatcher.

Philip and Mary Group.—Queen Mary, M. Sandys; Bishop Gardiner, Winifred Tibbits; Lady Katherine Grey, Miss Barker; Count Egmont, Miss Shepherd; William Lord Paget, Mrs. Hickson's pupil; Mistress Jane Dormer; Betty Bethune; Lady Margaret Douglas, E. P. Hickson; Lady Magdalen Dacre, Margery Peake; Marquis de los Valles, Phyllis Thatcher; Lady Clinton, Betty Gibson; Mistress Mary Finch, Evelyn Weatherell; Mistress Jane Russell, May Rooper; Marquess of Winchester, Rosalind Johnson; Arabella Stuart, Daphne Peel; Sir Walter Raleigh, Freddie Price; Lady Raleigh, Cynthia Chavasse; page, R. G. Le Maistre; Queen Elizabeth, Margaret Brocklebank; Marchioness of Winchester, Margaret Cholmondeley; Lady Mary Howard, Eileen Lees; Countess of Derby, Evelyn Waley; Mrs. Anne Vavasour, Rachel Friston; Mistress Lettice Knollys, Marian Whitaker Thompson; Lady Southwell, Miss E. M. Brookes.

Stuart Group.—Charles II., Dolly Daniell; Jane Lane, Barbara Hall; Bishop Ken, Philip Whitaker Thompson; Isaak Walton, Henry Walker; Mrs. Walton, Alice Crane; Alice Lisle, Elizabeth Inglis-Jones Winifred, her niece, Audrey Badcock; Oliver Cromwell, John S. Thompson; Dorothy Major, of Hursley, Miss Maunsell; her daughters, the Misses Mathews and Mildred Thorn; Queen Anne, Mary Yates; Sarah Duchess of Marlborough, Miss Powell; pages, William Viscount Elmley and the Hon. Hugh Patrick Lygon; Maid of Honour, Miss Viney.

May Morning Group.—Mrs. Elizabeth Montagu, Josephine B. Hickson; ploughboys, the Misses Gibson; haymaker, O. S. Hackett; shepherds and shepherdesses, the Misses Ward-Higgs and the Misses Biggar; Morris dancers, Evelyn Brown and Beresford Champion; country lass, D. Simons.

Jane Austen Group.—Jane Austen, Miss Rees; Emma Woodhouse, Violet Sharp; Miss Bates, Beatrice Newington; Maurice Bertram, Miss Smith; Elizabeth Bennet, H. Joyce Fry; Jane Bennet, Miss Fry; Mrs. Bennet, Miss Pennethorne; Fanny Price, Lesley Thorn; Anne Eliot, Ruth Stobart; Louisa Musgrove, Miss Cowland; Eleanor Tibney, Miss Gripper; Isabella Thorp, Moira Bainbridge; Catherine Morland, Rhona Sturges; Jane Fairfax, Agatha Hillier; Elinor Dashwood, Beryl Dugdale; Marianne Dashwood, Marjorie Randolph; Julia Bertram, Cicely Isabel Swanson; Mary Crawford, Sylvia Arden Fox; Harriet Smith, Mary Winifred Fox; Georgina Darcy, Joan Hamilton Grace; Caroline Bingley, Dorothy Campion.

Victorian Group.—Princess Victoria, Winifred E. Lawrence; Duchess of Kent, Hester Cholmondeley; Ladies in Waiting, Miss E. M. Davis and Miss Arnold; Bishop Wilberforce, May Burnet Elson; Georgina Maria Countess of Northesk, Margaret Carnegie; Charlotte M. Yonge, Joan Simpson; Mrs. Yonge, Miss Harriet Smeeton; Mrs. Moberly, Miss Barbara Stirling; Miss Anna Williams (daughter of Headmaster of Winchester, married Bishop Edmund Hobhouse), Miss Prescott; Mrs. Pretymann, Gracie Jelf; Miss Tina Crokatt, sister of Mrs. Moberly, Miss Eleanor Smith.

The evening was devoted to an At Home of the Committee of the P.N.E.U., where exhibits of handicrafts and examination papers were on view, and questions were answered by members and committee, music being given from time to time.

THURSDAY, May 9th.

Thursday morning in no way differed from Wednesday in arrangement up to 11.30, when the whole company assembled for the last time in the large hall.

*The Hon. Mrs. Franklin, addressing the children, wondered whether they were feeling just a little bit sad, because one always did feel a little bit unhappy at the end of a very happy time. She heard that one or two of the children were quite melancholy the previous night because the period of the Congress was over. But that was not quite the right attitude; it was almost like wanting to have a good tea over again. That week was better than any kind of material possession, because they could have it over again. They could always recall the many beautiful thoughts and ideas which they had been able to receive during these days; they could remember the Cathedral, their impressions of Alfred, and all the lessons they had had, and the history which became real and tangible in the beautiful historical party arranged for them by Mrs. and Miss Parsons. The world had been so full of a number of things that they must all be as happy as kings. They were happy with a purpose, because one of the beautiful things about their Union was that parents, teachers, and children were all united in one common interest. During the past few days they had heard a great deal about knowledge. Knowledge

*The account of this speech is taken from the excellent article which appeared in the *Hampshire Observer*, of May 11th.

was not something they could take hold of; it was a state of going on, as Miss Mason told them in her letter; a door through which they could go, and all who cared for knowledge endeavoured to keep that door open even to the very last. If they had the privilege of knowing Miss Mason as well as she had, they would see how she was really younger than the youngest there, and that was because she had gone on learning to the very last. They had seen so much and become so much a part of Winchester that she felt they would all begin to call themselves Wykehamists, and William of Wykeham's beautiful motto, "Manners maketh Man"; or translated into more modern terms, "Be kind, be courteous," might become theirs too. They had learnt to have fair and just thoughts about things. Learning about flowers, they understood more about flowers, learning about pictures, helped them to understand more about pictures, and if they read good books they could gain the greatest knowledge they could possess as human beings. If they read such a book as *Alton Locke* they got sympathy with the working man, and they would be able to say, for instance, straight out that during the late Coal Strike all the miners were not in the wrong; they would learn to understand people. The more they knew of people the more they knew of the divine nature, and the more they saw that the husks they did not like were not the real person. They had a great example of that at the time of the terrible "Titanic" tragedy, when people whom they would have considered as merely caring for money and what money could bring, showed that they were capable of being great, because they were human beings, and to be a human being meant to have the possibility of being great. Therefore she hoped they would carry away from that week the power of getting more and more out of the world around them, and thus forming a truer judgment and gaining a spirit of humility and thankfulness.

Mrs. Franklin then read the prayer of King Alfred, the whole company standing:—

"Grant now, O Lord, to our minds that they may ascend to Thee from the difficulties of this world; that from the occupations here they may come to Thee. With the opened eyes of our mind may we behold the noble fountain of all good! THOU ART THIS. Give us then a healthy sight to our understanding, that we may fasten it upon Thee. Drive away this mist that now

hangs before our mental vision, and enlighten our eyes with Thy light. For Thou art the brightness of the true light. Thou art the soft rest of the just. Thou causest them to see it. Thou art the beginning of all things, and their end. Thou supportest all things without fatigue. Thou art the path and the leader, and the place to which the path conducts us. All men tend to THEE."

Mrs. Franklin thought they had carried out the welcome that Miss Mason gave them and that they had all thankful hearts. She then asked them to join her in thanking some of those who had done so much to make the gathering the great success that it had been, the audience, old and young, responding by hearty claps:—

The Dean and Authorities of the Cathedral.

Mr. Nisbett, who had helped them to enjoy the treasures of Winchester.

Mr. Kerridge for his kindness in conducting the singing.

Mr. Grant, the porter of the Guildhall, for all his hard work which had made the arrangements possible.

The Teachers for preparing such delightful lessons.

Mr., Mrs. and Miss Parsons for the Historical Dress Party.

Miss Wix and her helpers who had so carefully and beautifully arranged the Exhibits of Handicraft.

Miss Mellis Smith who had taken such trouble in finding a suitable place for Scouting.

The Stewards, especially Miss Allen.

Miss Melanie Webb (of the Staff of the London Office), to whom they owe the beautiful and clear Notices and much of the organization of the Gathering.

Miss Kitching, who is Miss Mason's right hand at the House of Education.

As to Miss Parish (the General and Organising Secretary of the P.N.E.U.), it was quite impossible to even begin to enumerate the debts they owed to her work,—but here Miss Mary Yates (an ex-scholar of the P.U.S.) stepped forward and presented to her a beautiful enamelled pendant in token of the gratitude of those assembled. Miss Parish felt this an overcoming surprise and said she could only then say just "Thank you."

A spontaneous cheer then arose from the children for Mrs. Franklin herself, showing that they realised in part the enthusiasm with which she had spent herself in the work

of the Gathering, after which Dr. Walker moved a more formal vote of thanks to Mrs. Franklin and her Committee.

This was the last assemblage of the whole company, but it was followed by various events for those who could stay for the afternoon.

VISIT TO THE CATHEDRAL.

Between 12 and 1 o'clock Mr. Nisbett very kindly conducted the party over the Cathedral, explaining every thing the children wanted to know. Not all, unfortunately could be within sound of his voice, but the children had studied the Cathedral so carefully on paper that they found and greeted objects of interest for themselves. Some were seen quietly making little sketches. A photograph of the whole group was taken in the Close, and a telegram sent to Miss Mason: "Loving thanks from Parents and Children assembled in Cathedral Close."

After lunch, one party went Scouting, as recounted in a paper on pp. 551, 552. And another drove to St. Cross, where the master himself showed them round and gave them an account of the Charity which is 700 years old. All were much interested in the 13 old couples who enjoy the benefits of living there, and they received the historic "dole" at the hands of the daughter of the master of St. Cross.

* * * *

Thus the Gathering passed from eager expectation into intense and joyful reality and so into happy and inspiring memory. A memory that will help the children unconsciously all their lives and of which many of them will tell to their children's children. Of the adults, obviously the parents and governesses had much to be thankful for in practical information, hints as to method, and, above all, encouragement received. And even the few adults present who were neither parents nor teachers have a place of gratitude too for these three days in which they were captured by the lost spirit of childhood and sent upon their way with increase of faith and cheer.

Nor were the joys of the gathering confined to those present. All the children of the Parents' Union School, even those working in their homes in England's most distant dominions, had their share in it. Their whereabouts were indicated by

coloured dots on a map of the world, and their photographs and letters of greeting to their schoolmates in England were on view and will be reciprocated. Some of these letters which are delightfully fresh and natural will be found on pp. 542 to 548.

And Miss Mason herself had a very real share in the gathering too. A book was beautifully bound by the pupils of Miss Faunce and Miss Evans' school in Chilworth Street, in which all the children wrote their names for her. And from an easel on the platform in the big hall her portrait looked down—the outward token of her presence in spirit, and her love, faith and expectation for the dear children of her school.

LESSONS.

On each of the three mornings one hour was devoted to lessons, the children being divided into 24 groups, having two lessons daily, 144 lessons being given in all. Obviously the present writer cannot report on *all* the lessons given (though by murmuring "press" the strict regulations as to walking about were somewhat evaded), and all we can attempt is a few disjointed impressions, trusting that readers will understand that it was a mere chance which lessons were watched and commented upon.

The extraordinary conditions faced by the teachers have been pointed out before, but in spite of their not knowing their pupils and of their being surrounded by parents and other governesses, and by representatives of the Press, they were able to keep order without apparent effort and to hold the attention of the children, a tribute to the training which the P.N.E.U. gives both to its teachers and its children (we judge by what we actually saw and heard, and there was *only one* lesson to which the latter remark does not fully apply—a lesson most carefully prepared, and marred only by want of force in delivery and the reading of over-long extracts—the girls kept their attention, but with effort). Another general criticism which we made was upon the ready, fearless and well-enunciated answers of the children, and when in the more advanced classes the teacher asked them to read extracts (unseen) from books the clearness and correctness was remarkable.

The actual subjects taken will be found in the Time Table on pp. 549, 550:—

Class Ia. (Ages 6 to 7).

Of the lessons given to Class Ia. we would notice an ARITHMETIC LESSON by Miss Wingate (a member of the Staff of Wootton Court, Canterbury), in which she took the number 40. First she showed by arrangement of cubes its composition of 4 tens, giving questions in mental arithmetic upon that. Then most cleverly the children's minds were switched off on to groups of 12, still keeping the total of 40. Questions in money terms followed, the four-times table being learnt in pence: $4 \times 3 = 1/-$, $4 \times 4 = 1/4$, etc. Finally, pencils and paper were taken and each directed to write down the rest of the table for themselves on the same principle.

PICTURE TALK, by Miss Evans (Co-principal of P.U.S. School, 13, Chilworth Street, London, W.). The Picture taken was one of those set for the current term—Van Eyck's "St. Cecilia." The name of the painter being printed on the blackboard, one little boy said he was Dutch, the nationality suggesting to others a people who were clean, wore baggy trousers and grew bulbs. Then a reproduction of the picture was given to each child, and they were told that the pretty lady was St. Cecilia. First their attention was called to her appearance, one volunteered that she was good, which another thought was right as she was called "Saint." They described her hair and dress minutely, and found that she was playing an organ and must be fond of music. They then spied the four other ladies, who proved to be angels, playing harp and lute, the teacher telling them that St. Cecilia could hear music wherever she went but could not tell where it came from. Then a few details about her life were given. The idea of goodness in those days was different,—the lady wore a scratchy vest under her beautiful dress because when people were beginning to be Christian they thought they could not be good if they were too comfortable. People tried to persuade her not to be a Christian, but she *would* be and so they killed her. The children were given a few moments to look at the pictures again, then they were turned over, and each child in turn stood at the end of the table and told eagerly what he or she had observed in it. Then

they were asked if they would like to draw the picture. Paper and pencils were given round and Miss Evans drew on the board a bold sketch of the mere outline of lady and organ, this the children reproduced in their own fashion, the teacher suggesting to each, but not drawing a single stroke for them. There was no comparison of result, the whole aim of such drawings being to impress the picture on the mind of the child and to teach him to see and remember for himself. The lesson was delightfully interesting and the method calculated to gradually give a child the power of grasping both conception and detail, a new picture appealing direct to his own imagination.

Class Ib. (Ages 7 to 9).

NATURAL HISTORY.—We watched different Natural History lessons being given to various groups of Class Ib, on the beaks, feet and nests of birds respectively. The lessons were so conducted as to draw out the *individual observation* of each child, and birds evidently being a favourite study in the P.U.S., it was specially attractive to the pupils.

Class II. (Ages 9 to 12).

NATURAL HISTORY.—In Class II. we also watched a Nature lesson given by Miss Wingate (of the Staff of Wootton Court), Canterbury, which proved intensely interesting to the children, and over which much care had been spent in preparation of diagram and the collection of specimens, the method being particularly clear. Caddises were their special study, and the objects of the lesson (1) to give the children an added interest in pond-dipping; (2) to show where caddises may be looked for and how they may be recognized; (3) to increase the powers of attention and observation. First, the children were supplied with numerous glasses of caddises and weeds and flies, with questions to bring out their observation as to cases, movements and food. Diagrams illustrating the life history of the caddis were then studied, next a picture of the flies, and a mass of its eggs in a tube of water.

SCRIPTURE.—Miss Smeeton gave an admirable lesson to Class II., based on the relationship between Saul and David. A lesson at once thoroughly alive and reverential: continual question and answer, yet bringing out the moral teaching of

the story naturally and forcibly. When we entered the room Miss Smeeton was talking to the children about the "evil spirit from God," as Saul's bad conscience—it is fine to have a bad conscience as it shows that God is still speaking to us. She recommended the children to put down on paper the title of Browning's "Saul," and to ask their parents to read to them the poem. Then she spoke of the power of music, and of Samuel's sorrow for Saul; are we always sorry when others do wrong? "Yes," said a child, "if they are friends of ours." The teacher next read the chapter (1 Samuel, xvi.) in the actual Bible words. The children then *narrated* the story by turn, elicited partly by questions, but in good, flowing language, the difficulty lying in the children's over-eagerness. One child asked if the Psalms by David were written in the fields—he thought the 23rd might have been written there, but the teacher pointed out that the thought in it was not a boy's thought. She then dwelt on the mystery of God's preparation of the men who were to help him by and bye, and the interest of reading about the boyhood of great men, asking if they had read *From Log Cabin to White House*, a title which they put down. Then with a little natural talk about what they each wanted to be, the lesson ended.

CITIZENSHIP.—Miss Viney's talk on "Citizenship" proved to be a study of Saxon civilization and the laws of Alfred the Great, the ready knowledge shown by the children being quite astonishing. She showed how the preservation of Christianity was only ensured by the victory over the heathen of Alfred at Ethandune, and of Charles Montalt in France, and was bound up in the advance of Saxon civilization. The teacher then concentrated on the great work that Alfred accomplished after he had secured peace. He tried to make the people feel that the divine law was the foundation of human law. But how? All punishments were inflicted by the Church, so that the people might feel themselves governed by God. The aim of Alfred's laws was to bring the Church into direct touch with the people's lives. Finally, the question arose as to why our laws would not do for people in their stage of civilization. A valuable and suggestive lesson, and one thoroughly comprehended by the class.

Class IV. (Ages 15 to 18).*

HISTORICAL GEOGRAPHY.—Following on the lines of the work done in the Spring Term, Miss Brookes (a member of the Staff of St. George's School, Harpenden), gave a lesson about St. Catharine's Hill, near to Winchester, showing the value and scope of what we may call the "local" method. Beginning with the geographical position, the indications of ancient camp formation led to a survey of the Celtic immigrations; next its connection with Cnut; then mention of the Church-building instinct of the Normans, the Minster authorities erecting a Chapel on the hill; the dedication of this Chapel to St. Catherine, her life; and finally, its intimate connection with the traditions of Winchester College.

EVERYDAY MORALS.—The next morning we attended the same division for a most excellent lesson by Miss W. Henderson, centred upon the choice of a career and the nobility of work, and illustrated by numerous extracts from Carlyle's *Past and Present*, etc. The Scout Law teaches us to be of use. The business of each is to be ready for her chance, to have the alert mind and generous temper to be able to see the right thing for the moment and to do it. Even if we do not know yet what our calling is we can be preparing for it all the time by getting our minds and bodies trained and under control and our hearts ready to respond. Each must find her own work and do it for its own sake, whether paid or unpaid. If you work for money you get nothing else. King Alfred did not seek fame but has it, we do not know his appearance but we know his works. When Moses asks to see God's glory, God says that He will make all His *goodness* to pass before him. Each of us has a good servant or a bad master in habit, we must *practise being useful*, for our chance will come to us when we are ready for it. Then after some remarks on the definite training needed for work taken up, and the assurance that each is needed for some special work that they are fitted for, the points of the lesson were drawn out by the three questions: What kind of work do we each want to do? How can we prepare for our calling before we know what it is going to be? How may we get the habit of being of use?

*We regret to find that we omitted to attend a single lesson in Class III; but the dealing with certain subjects in the more advanced class, and with the very young children, would seem to afford special difficulty and to be of greater interest.

EXHIBITION OF HANDICRAFTS, ETC.

The exhibition of handicrafts and of examination papers proved of great interest to mothers, teachers and visitors. The examination papers written by the older pupils showed neat and correct work (the answers of the younger being written from dictation by the teacher), while all bore witness to teaching directed to the understanding, there being no parrot-like repetitions of words. Here, again, we saw the advantage of early training in narration rather than a direct teaching of composition in the easy natural style and the correct English used.

Of the multitude of exhibits we can mention some only. Original Illustrations, including an illumination of the P.U.S. motto. Illustrated History Charts, belonging to Classes III. and IV., a tiny and ingenious sketch indicating the leading event in each year of the period taken. Studies of groups from Botticelli, the artist taken for the term. Memory drawings, Water-colours, which ranged from brush drawings to well finished sketches, a study of clouds seen from her windows by a girl of nine being specially worthy of note. A splendid chest, with tray and fittings for tools, made by boy of seventeen. Paper models of railway train and signal box by boy of eight. A basket with four divisions by boy of nine, and a string basket by boy of seven. A nightdress case and brush bag worked in cross-stitch like an old sampler, with on one Stevenson's "In winter I get up at night, etc.," and illustrations to correspond. The Nature Note Books shown were numerous, and, taken as a whole, and with reference to the age of the children, they are excellent. Traces of careful teaching in science and nature are to be seen, and a great variety in subject may be noticed, showing that the studies are generally based on the child's individual interests and observation. The brushwork illustrations are particularly good, for example, a study of oakapples by a child of twelve. And more especially relating to Winchester, there were banners with the Dragon of Wessex painted or embroidered upon them; a beautiful black barge, made in Sloyd by a boy of ten, with moveable keel and black sail, and three tiny dolls dressed in mauve and black with gold crowns for the three queens who came to fetch

King Arthur; historic dolls dressed by the girls—Elaine with white gown, gold gauze cloak and leather shoes, Guinevere, etc.; models in clay and plastocene of the Font, mouldings and other features of the Cathedral; drawings of Winchester, including a plan of the town, a plan of the Cathedral coloured to indicate architectural distinctions, the Font and Moot Horn, and a plan of the Statues in the reredos; well-executed brass-rubbings taken in the Cathedral, in the Chapel of St. Cross, and in a Hampshire Church.

The exhibits sent by Old Pupils were particularly good and interesting, including sketches and modelling by Miss Hickson, and a set of bronzes by Miss Mary Yates, as well as excellent specimens of bookbinding.

* * * * *

Such is the work that children do gladly, with no competition for marks or prizes, and without over-pressure. And scrappy and inadequate as these notes are they may perchance serve (taken with Miss Mason's paper addressed to the gathering) to give those who do not belong to the Union, should they fall into the hands of such, some idea of the methods and achievements of the Parents' Union School. A first-hand acquaintance with the best English literature is to-day anything but a common possession, indeed, at the Annual Meeting of the Union, held a few days after this gathering, the Headmaster of Rugby confessed that the Public Schools of England were turning out boys with no love for her great literature. A lack of inspiration characterizes the utterance of the present age and even those who have some message to give forth are hampered by poverty of vocabulary and by the lack of understanding in those whom they address. If England is again to attain to the glory of creating undying art and literature, if she is even to arise sound and triumphant from her present shame of destitution and squalour, of class rancour and industrial strife—the curse of a civilization based on selfishness—it will only be as it was in the Renaissance, by an access of intensity of *life*. Not necessarily an acceleration of doing but of *being* and *responding*. A keener faculty of observation, engendered by study of nature and of science; a truer sense of justice, of cause and effect, and of duty, gained by a broad treatment of the history of past failure and past advance—

not of military achievement, but of the welfare and happiness of the people; a greater ability to live in harmony with those around us, helped by our great novelists to the understanding of character; the means of self-expression which training in "narration" and in handicraft in early childhood will assist; by such home-training as results in a balance of mind and nerve which prepares the adult to see life as a whole and to face it sanely; and, not least, by the cultivation of the sense of beauty, the beauty of art, of nature and of holiness, which will enable us to open our souls to fresh light and to Divine inspiration.

Wide is the curriculum of the Parents' Union School, and in giving the children themselves an ideal of education as a joyous and endless pursuit, it bids fair to attain success in its highest aims.

ELIZABETH FOSTER BROWN.

LETTERS FROM CHILDREN ABROAD.

GREETINGS FROM NEW ZEALAND.

FAREHAM, FEATHERSTON, N.Z.,

March 13th, 1912.

DEAR MISS MASON,—I am so sorry that I shall not be able to be with you at the Children's Gathering at Winchester. I hope that you and all the P.U.S. children will have a happy time. I have drawn two Huias. They are very rare now, and the tail feathers are very valuable. Maoris wear them in their hats. Good bye, dear Miss Mason, with love from

ANNETTE BARTON.

FAREHAM, FEATHERSTON, N.Z.,

March 13th, 1912.

DEAR MISS MASON,—We should love to be with you at the P.U.S. Gathering at Winchester. But we are much too far away. I hope you and all the children will have a very happy time. We are learning the hymns so that we can sing them at the time of the Gathering. But when you are singing them we shall be asleep. I am sending you a drawing of one of our prettiest native birds sitting on a branch of a Kowhai tree. It is his favorite tree because the flowers are so full of honey. Good bye, dear Miss Mason, with love from

ALINE BARTON.

FAREHAM,

March 13th.

DEAR MISS MASON,—I should like to be at your nice Gathering and to see all the other P.U.S. children. I hope you and all the children will enjoy it very much. I have drawn you a little native berry which grows in the bush. It is called the Kawa Kawa, and belongs to the Pepper family. With love from

ELEANOR BARTON.

GREETINGS FROM INDIA.

SECUNDERBAD, DECCAN, INDIA,

March 25th, 1912.

I am sending you my photo. I am learning to ride and my pony's name is Judy. She gives her foot when I give her grass.

Your friend,

MALCOLM HENDERSON.

DEAR MISS PARISH,—This is to tell you something of what we do out here. I will tell you about the places we stayed at in the order they came, not counting Bombay and the voyage ones.

MALAKAND.

I. KOHAT AND WHAT IT WAS LIKE.

Kohat is a very pretty place with avenues and little streams trickling beside them, with ducks on them, cocks and hens, and beside the streams there are yellow lilies and there are lots of Banana trees, and camels, goats, bullocks (with humps) and donkeys (tiny wee ones) all the year round, but lizards only come out of their hibernations in the summer as well as snakes.

II. WHAT WE DO THERE.

We used to go out before breakfast in the mornings and get shells out of the mud walls. They were very pretty when they were washed.

III. PESHAWAR.

Peshawar is a town, with houses and roads, not English mind you, no pavement, only gravel, with palms and all kinds of bushes, and trees, and shrubs, as well as rose bushes and beds of flowers. There is a Zoo there, with all kinds of Indian animals and birds, I will give you a list of them, I daresay it won't be quite all of them. Animals: hyena, wild dog, hedgehog, stag, gazelle, tigers, a lioness, two leopards, bears (Himalyan black, brown and sloth bears), guinea pigs, rabbits, monkeys. Birds: parrots, parakeets, partridge, duck, Java sparrow, finches, herons, quail, canary, pigeon, owls. These are some of the Zoo folk.

IV. MALAKAND.

The Malakand is simply glorious, all hill and little streams. With lots of wild maidenhair and all kinds of rock plants. I can't put into words at all. Lovely views on to the hills, all covered with snow. There is a hill called Gibraltar. If you go to the top of it you can see the Malakand beautifully. Once we were in our house in a cloud.

Your loving,

IRIS A. KENNION

(c/o Major R. L. Kennion, c/o King, King & Co., Bombay).

MY DEAR MISS PARISH,—I am going to dictate my letter. I am going to tell you what we have been doing and what the country is like.

Chapter I. THE ARRIVAL AT KOHAT.

First we came from a ship and up through a desert and we saw a gazelle on the way there. When we got to Kohat we undid our boxes, and then we set out to explore the place. There was plenty of streams there, woods and banana trees, which fell down often into the streams, and then we use them as boats and pull them in on strings to the harbours. And there is lots of water-mills and of course there has to be bridges to stop anything coming towards it, and our boats came up to it, and it is Bombay. Often a time the boats go under the bridge and get caught in the mill.

Chapter II. THE SNAKE.

Miss Denny and Iris and I were in Iris' room, and for something or other I have forgotten we had to go into Daddy's office, and to my joy I saw a tail go into the carpet. I thought it was a mouse, so I ventured to see what it was, and to my amazement I saw that it was a snake! So I rushed back to Miss Denny and Iris and told what I had seen, and she said "Are you sure it isn't a lizard?" and I said "No, I am not." And she went round to the Major and he came with his stick, but that was not heavy enough so he got Miss Denny's hockey stick. And when he saw it, he said, "Quite right, Boy, it is a snake." So then he killed it, and got one of the cheepraggis to take it and throw it away, and he said it was a poisonous water-snake.

Chapter III. THE FLOOD.

We went in a train up to Peshawar next. When we got there we unpacked and explored again. I'll pass away the time at the temporary house, and go on to talk about the new house. First of all there is a big stream there which sometimes went high and sometimes went low. We had got a garden which the gardener sometimes flooded from the stream by a little pipe, which is joined on to the big garden. One day we found the gardener had been flooding the bed which we did not much care for, as it flooded our flowers, so we wanted to get it off more, and it was running all the time, so I went up and bended it up. So then I let it loose to see if it would stand "full tilt"—it didn't—it flooded the whole garden almost. So then we stopped it up again and then went in to tea.

Chapter IV. OUR PONIES.

We had some ponies given us by our Father and Mother and we couldn't quite ride them, so we had to have riding school on the front lawn—and soon we got better and better, until once one day I wanted to show my Mother how I could canter, but directly I got it into a trot down it came and rolled over my legs. Directly the Syce got it up I scrambled away and looked how it was and it wasn't much!

Chapter V. TRAVELLING.

Then we were going to the Malakand. I will tell you the way we came. Well, first we went by a tongo to a Bridge of Boats, and then we got into a boat. We sailed down the river for a good age until we came to evening, and we got stuck a good bit, and all of us had to get out except Mummy and me, and I nearly had to get out to help them along, but I didn't. When we came into Nowshera, we had each got swords then, Iris left hers behind in the boat and I took mine along, so now she hasn't got one and I have. When we got out of the boat we went in a tonga to the station and there we slept. It was very noisy, and in the morning we got up at 4 o'clock and went in the train to Dargaie, and then got up to the Malakand in another tonga.

Chapter VI. THE PICNIC, OR THE FIRE.

It was Friday afternoon when we went to a picnic with some other people. We had to do some of the waiting ourselves. We had to scramble up a long hill, and then get to the picnic place, and we passed round all the things, and after tea I asked my Mother if I might make a fire and she said "Yes." So we found a good place and asked some of the servants to pull up some of the grass and then we lit the fire. But all in vain, the whole grass caught on fire—and so we had to stop it, and we got stones and threw them on it, and at last we got a can of water and poured water on it and stopped it.

Chapter VII. THE CAMP.

It was Saturday, and my birthday, and I went to a picnic in camp. And we lit a fire, and we had the candles. And I cut down a lot of trees with my tools that I had been given and plumped them on, and goodness knows what might happen to it now—we left them fizzling. Then we slept there, and we fished a little, and Iris wanted the spade and I had it, and she tried to take it,

and scrambled on to the bank and gave her a punch, and she gave me, and I fell into the stream! My hat fell into the stream and I put it on again and ran off to my tent and changed. Then we went to the next camp—and we had to go there on horses and wade through rivers and everything; and there was a river there in which we used to paddle.

Chapter VIII. THE SLEDGE.

We were having a new house built for us, and we were going up there with my tools—and Iris thought of making a sledge, so we set to work to make one. We got lots of wood and nails and screwed them straight. And when it was finished we dragged the tools home in it. And another day we made another one, and so we had one each.

Chapter IX. THE WATERWORKS.

We were going out to discover a "Nulla" and we came to a lot of waterworks and lots of ferns that we dug out—until we came to a big "band" that was a waterwork, and I had to climb up and give Miss Denny and Iris a hand. Then we walked on. Then we came to another rocky place where we had to get down a slippery rock—and then I had to climb up again and give the "Miss Sahib" and Iris a hand again—and then we came home.

From your affectionate,

WILFRID KENNION

(c/o Major R. L. Kennion, c/o King, King & Co., Bombay).

AMRITSAR, PUNJAB,

March 19th, 1912.

DEAR SECRETARY,—I am very sorry that we are not coming home this year, as I should so much have liked to join you at Winchester. I hope that you will be able to let us see some of the other girls' letters and photographs. We came out to India two and a half years ago.

During the winter we live in Amritsar, when it gets too hot we go up to the hills. The journey takes us two days, we go first by train, then in a tonga, and end up by a night in a doolie.

Balhousie is a very pretty hill station in the Himalayas.

I would much rather live in India than in England.

Hoping you will have a happy time at Winchester.

I remain, Yours ever,

PHOEBE BARKER.

AMRITSAR, PUNJAB,

March 15th.

DEAR SECRETARY,—Mother tells me of the Union at Winchester, we shall not be home this summer so I am writing you a letter instead. The cold weather is nearly over, and soon we shall move to the hills. I don't like the journey, the tonga shakes so much. Our ponies have run away, the police cannot find them. Wishing you all a happy time at Winchester.

Your loving,

GWYNEDD BARKER.

GREETINGS FROM KOREA.

WONSAN, KOREA,

March 29th, 1912.

TO THE P.N.E.U.S. CHILDREN,—I am very sorry I cannot go to Winchester, because I live about 7,400 miles from London. We went to St. Petersburg, Berlin, London and Edinburgh 1910. We spent a month in G.B. and then crossed to Montreal.

We spent a year in Canada and returned to Korea by the C.P.R. last September. So I have been around the world. Wonsan is a fine harbour. There are many Koreans, Chinese and many Japanese, but very few English-speaking people. I forgot Korean while I was away and cannot talk much to the Koreans.

I hope you will have a pleasant gathering.

Yours sincerely,

ROBERT C. ROBB.

M 2

GREETINGS FROM CANADA.

ROYAL MILITARY COLLEGE,
KINGSTON, ONTARIO, CANADA,
February 12th, 1912.

MY DEAR FRIENDS,—I wish I could go to the Children's Gathering. I hope you will have a nice time. We are learning about the Round Table in Winchester that you will see.

Love from LISSA WOOD.

ROYAL MILITARY COLLEGE,
KINGSTON, ONTARIO, CANADA,

MY DEAR FRIENDS,—I am very sorry I cannot come to the Gathering. I hope you will enjoy it very much. Best love from

RHONA PERREAU.

DEAR MISS PARISH,—I should like very much to go to the meeting. But I am only seven years old and I could not go alone from Quebec to Winchester as it is very far. Spring is coming now. The snow melts away. There are lovely big ponds to sail boats in. My brother Harry and I have such fun. Soon we can dig in our garden and plant flowers. In summer we go to the seaside, there live lots of Indians, did you ever see one? We go to the forests to have picnics. There are deers, black bears and mooses. In autumn my father goes hunting them. I hope all the children will enjoy themselves very much. From

FRED PRICE.
(c/o Price Bros., Quebec.)

GREETINGS FROM AUSTRALIA.

VENTNOR, WALSH STREET,
SOUTH YARRA.

DEAR ———,—I have been a member of the P.U. School for six months and am in Class Ib., I am nine years old. I am sorry that I cannot go to Winchester but I am sending my photograph. I hope you will enjoy yourself very much. I have two brothers Franc and Ralph (but we call him Bunty), Franc is six and Bunty is just two. Do you collect postcards? I have an album full of them. I will send you some Australian ones if you like.

With love from

JENNIE FALKINER.

HOLYDEAN, ST. KILDA, MELBOURNE,
March 25th.

DEAR MISS PARISH,—Mother has shown us your letter about the gathering at Winchester. I took a photograph of Nancy but it did not come out well, so Mother is going to send another.

I am sending some pressed myrtle and spider orchid. The myrtle is a shrub, which near water is very bushy, with small glossy dark green leaves. It has a white flower, like privet, and it flowers in late summer. Far from water it is taller and spindly, with much longer and paler leaves, not so glossy, and not so many on the tree. The seeds are brown and it is rather prickly.

The spider orchid is very pretty, with a greeny cream flower, curiously twisted, on a short grey hairy stalk, with one grey leaf at the bottom. There are pink ones too, but they are much rarer.

There is a very pretty bird which generally lives in the myrtles. It is small and brown, with red brow, bill and tail. Its nest is like a babies feeding bottle, made of grass, and very untidy. The eggs are white, and the birds very untidy. The eggs are white, and the bird's name is Waxbill, Red-browed Finch or Firetail.

Are English sparrow's eggs blue? The sparrows' eggs here are creamy, speckled with brown, but Wordsworth's poem, "The Sparrow's Nest," begins:—

"Behold within the leafy shade
Those bright blue eggs together laid."

Mother thinks that it might be hedge sparrows' eggs.

Yours sincerely,

BEATRICE IRVINE.

KILLFARY, ELTHAM, VICTORIA,

March 26th, 1912.

DEAR MISS PARISH,—Mother gave us the letter you sent her and we will send you our photographs. Beatrice is going to write "Greetings from Australia" this afternoon. She is going to draw a jackass and a kangaroo. We hope to hear about the children at Winchester. We are at Eltham in the country. There was a bush fire here last night. Beatrice went for help and I was sent to drive the animals away, but they got so frightened they ran round and round. At last I got them out, and men came up from the village and they put the fire out. Pussy was so alarmed.

Goodbye,

NANCY IRVINE (Aged 8).

GOVERNMENT HOUSE, MELBOURNE.

DEAR MISS PARISH,—I hope you will have a nice Conference and many people there. From

BILLY BARTELOT.

GOVERNMENT HOUSE, MELBOURNE.

DEAR MISS PARISH,—I hope the Conference will be very nice. Love from

THOMAS DENMAN.

BUKKULA, INVERELL, N.S. WALES,

March 8th, 1912.

DEAR "PARENTS' UNIONISTS,"—I am writing for myself, my brother and sister. We all belong to the Union, though we live so far away, and I wish we could be at the Gathering to meet other members, and see the old town and beautiful Cathedral.

Yours sincerely,

ELEANOR WYNDHAM.

GREETINGS FROM CEYLON.

"RHEINLAND," COLOMBO, CEYLON,

March 10th, 1912.

MY DEAR MISS PARISH,—We liked P.N.E.U. very much; our favourite lessons were history and painting. We started lessons at eight o'clock, and stopped at a quarter to three. Now Douglas and I go to Training College, we are in the Lower Third Form, it is equal to the Sixth Standard in other schools. School starts at half-past ten and stops at a quarter-past four. We do not like our history so much now, we learn out of a book called *Highroads of History*, Book VIII.; it is not half so interesting or so long as Arnold Forster's History. We live in Colombo, it is a very hot but very nice town. Our house is called "Rheinland." Behind it is the seashore, and a gate leading to the sea, in front is Colpetty. There are only a few flowers, for they will not grow well so near the sea. But there are several big trees, mostly coconut palms. We spend our holidays in Nuware Eliza, it has a rather cold climate. Our house there is called "Borlam." It is situated at the end of Ramboda Road. It is the last house in Nuware Eliza to that side. There are mountains in front, behind and on the left of it. We can see Pidurutalagala, the highest mountain in Ceylon from it; it is eight thousand two hundred and ninety-five feet above the sea level. I have climbed it twice, we took about two and a half hours to go up, and one and a half hours to go down it. English flowers grow well in Nuware Eliza, we have pansies, violets, roses, fuchsias, carnations, cactus, dahlias and many other English plants in our garden. Arum lilies, mimosa

and eucalyptus trees grow wild in Nuware Eliza. To go to Nuware Eliza from Colombo it takes about ten hours by train, it is about 150 miles from Colombo. Sometimes we go in our motor car, then it takes about five and a half hours. We go through Ramboda, Gampola, Peradeniya and Veyangoda. Between Ramboda and Nuware Eliza we get the best scenery. There are many lovely waterfalls and mountains. Sometimes father takes us to one of our estates, we start in the morning at about seven, and come home late in the evening. We go mostly to Paradise and Mahaya, father's estates, many miles out of Colombo. Paradise is about fifty miles, and Mahaya about thirty-five miles out of Colombo.

Yours sincerely,
ERIC DE SOYSA.

DEAR MISS PARISH,—I like the P.N.E.U. lessons very much, especially Science, History, Geography and Reading. Father has a house in Nuwara Eliza, and we spend the holidays there. We went to Mahaya Estate a few days ago. It is situated about 14 miles east of Negombo. The clerk there gave us a stuffed crocodile, a small one, about 18 inches long. There is a fish pond there, and we went fishing. Gladys caught 17 fishes, Phyllis 8, Eric 12 and I caught 9 fishes. One of the estate coolies, who went hunting, gave Eric a rajawattuwa or golden snipe. It is a very rare bird. It died when we came home, so Eric sent it to be stuffed. We go to "The Gort Training College" now. It is very nice going to school. Our teacher is Miss Spittel. We are in the Lower Third Form which is equal to the Sixth Standard. Past Term we were in the First Form which is equal to the Fourth Standard. In this Form we have Arithmetic, Reading, Dictation, Geography, Latin, Geometry, Drill, History, English, Nature Study, Algebra, Drawing and Recitation. School begins at 10.30 and ends at 4.15. In the mornings we have private lessons, Latin, Recitation, French and German.

Yours sincerely,
DOUGLAS DE SOYSA.

DEAR MISS PARISH,—Mother says I can write to you also. We are sending you our photographs. I wish you would come to Ceylon. I am going to Nuwara Eliza for the holidays. Our dogs Patch, Spotty and Nidia hunt rats and cats.

I went to see the play "Julius Cæsar," and it is very nice. I like my lessons. I like the books, *Wild Life in Woods and Fields*, the *Happy Reader*, and the others. I like to paint flowers. Gladys is painting flowers too.

I am, Yours sincerely,
PHYLLIS DE SOYSA.

DEAR MISS PARISH,—Mother says that you want to know how I like school. I like the P.N.E.U. system very much. My favourite things were History, Painting and Natural History was interesting too, because we found the insects. I would have liked to go on with it. But it is nice to go to school too. I go to Bishop's College now. I started last Term in September. I was promoted this Term to Class IVb., that is equal to the Sixth Standard, I was going to be put in that class last term but I was very backward in Arithmetic so I was put in the Lower Class IIIa. I think the lessons that I like best now are Science and Literature. Our teacher is Miss Swan. The school hours are from 10 o'clock to 3.45. I think that we will get holidays about the end of March, and we are going to spend them in Nuwara Eliza. Our house in Nuwara Eliza is called "Borlan," and it is the farthest from the town. Nuwara Eliza is much colder than Colombo. When we go for walks outside the town we collect things and bring them home. We used to go to Ramboda Pass to collect orchids, which grow along the banks wild. Eric, Douglas and I have gone up Pedru once with Miss Conell. Pedru is the highest mountain in Ceylon, it is 8,000 feet high. All of us liked Miss Conell very much. Colombo is very hot, especially now, because it is the hot season. I hope the meeting will be a success.

Yours sincerely,
GLADYS DE SOYSA.

TIME TABLE OF LESSONS.

N.B.—Lookers-on are asked not to move about and not to talk during the lessons.

The classes are, of necessity, larger than is ordinarily desirable.

The approximate age of each class is:—Ia., 6; Ib., 7-9; II., 9-12; III., 12-15; IV., 15-18, or older.

All the lessons are being given by students trained by Miss Mason at the House of Education, Ambleside; except where otherwise stated, these students are now working as governesses in private families.

TUESDAY, MAY 7th.

10.30-11:—

- Class Ia. Arithmetic and Geography (1) Miss W. Kitching, (2) Miss Wingate (Member of the Staff, Wootton Court, Canterbury).
- Class Ib. Recitation (1) Miss Evans, (2) Miss West Symes. Tales (3) Miss Allen, (4) Miss J. Smith, (5) Miss Russell, (6) Miss D. Yeo.
- Class II. Latin (1) Miss P. Wilkinson, (2) Miss W. Wilkinson, (7) Miss Aitken. English Grammar (3) Miss Davis, (4) Miss Faunce, (5) Miss Goode, (6) Miss Vine.
- Class III. Plutarch (1) Miss Cooper, (2) Miss McConnell, (3) Miss Pennethorne, (5) Miss Watters, (6) Miss Bishop, (7) Miss Harvey. Dictation (4) Miss Judd.
- Class IV. Historical Geography (1) Miss Brookes (Member of the Staff of St. George's School, Harpenden). French (2) Miss Aspinall.

11-11.30:—

- Class Ia. Natural History (1) Miss Lowe, (2) Miss Smeeton.
- Class Ib. Natural History (1) Miss Allen, (2) Miss Evans, (3) Miss Gibson, (4) Miss W. Henderson, (5) Miss Crowe, (6) Miss Kinnear.
- Class II. Natural History (1) Miss Faunce, (2) Miss Goode, (3) Miss Tibbits, (4) Miss W. Wilkinson, (5) Miss Wingate, (6) Miss Benyon-Winsor, (7) Miss Russell.
- Class III. Grammar (1) Miss Davis, (2) Miss East. Lettering (3) Miss Brookes. English History (4) Miss Vine, (5) Miss Yeo. Botany (6) Miss Owen, (7) Miss Watters.
- Class IV. English Literature (1) Miss Pennethorne, (2) Miss Macfarlane.

WEDNESDAY, MAY 8th.

10-10.30:—

- Class Ia. Scripture, Miss Smeeton. Recitation, Miss Faunce (Co-Principal, P.U.S., Chilworth Street, Hyde Park, W.).
- Class Ib. English History (1) Miss Allen, (2) Miss Chaplin, (3) Miss W. Kitching, (4) Miss West Symes, (5) Miss Russell, (6) Miss Vine.

- Class II. French (1) Miss Davis, (2) Miss Evans.
Dictation (3) Miss Goode, (4) Miss McConnell, (5) Miss Wingate,
(6) Miss Kinnear, (7) Miss Humfrey.
- Class III. Geography (1) Miss Pennethorne, (2) Miss Brookes.
Botany (3) Miss Owen, (4) Miss Benyon-Winser, (5) Miss Watters,
(6) Miss Harvey, (7) Miss Cooper.
- Class IV. Everyday Morals (1) Miss W. Henderson, (2) Miss Bishop.
- 10.30-11 :—
- Class Ia. Reading (1) Miss Chaplin, (2) Miss W. Kitching.
- Class Ib. Geography (1) Miss Davis, (2) Miss Gibson, (3) Miss Pennethorne
(Principal, P.U.S., The Arcade, Maidstone), (4) Miss Crowe,
(5) Miss Kinnear, (6) Miss Viney.
- Class II. Scripture (1) Miss Neild, (2) Miss Smeeton, (3) Miss J. Smith.
French History (4) Miss Goode.
Arithmetic (5) Miss Wingate, (6) Miss Benyon-Winser, (7) Miss
Harvey.
- Class III. Physiology (1) Miss W. Henderson.
Citizenship (2) Miss Allen, (3) Miss W. Wilkinson, (4) Miss Judd.
English Literature (5) Miss Watters, (6) Miss Humfrey, (7) Miss
Cooper.
- Class IV. Architecture (1) Miss Evans, (2) Miss Bishop.

THURSDAY, MAY 9th.

10-10.30 :—

- Class Ia. Tales (1) Miss Lowe, (2) Miss Smeeton.
- Class Ib. Arithmetic (1) Miss Aitken, (2) Miss Henderson, (3) Miss East,
(4) Miss W. Kitching, (5) Miss Crowe, (6) Miss Aspinall.
- Class II. Reading (1) Miss Evans.
Geography (2) Miss Cooper, (3) Miss P. Wilkinson.
Citizenship (4) Miss Faunce, (5) Miss W. Wilkinson, (6) Miss
Viney, (7) Miss Watters.
- Class III. Picture Talk (1) Miss Allen, (2) Miss Davis.
Arithmetic (3) Miss Goode (Co-Principal, P.U.S., Burgess Hill),
(4) Miss Gibson, (5) Miss Judd, (6) Miss J. Smith, (7) Miss
P. Wilkinson.
- Class IV. English History, Miss Pennethorne.
- Class Ia. Picture Talk (1) Miss Evans (Co-Principal, P.U.S., Chilworth
Street, Hyde Park, W., (2) Miss Smith.
- Class Ib. Reading (1) Miss Brookes, (2) Miss East, (3) Miss Lowe, (4) Miss
West Symes, (5) Miss Viney, (6) Miss Watters.
- Class II. English History (1) Miss Gibson, (2) Miss W. Wilkinson.
Plutarch (3) Miss Allen, (4) Miss Davis.
Science (5) Miss Macfarlane.
Picture Talk (6) Miss P. Wilkinson.
- Class III. Recitation (1) Miss Faunce.
Geology (2) Miss Pennethorne.
Natural History (3) Miss Taylor, (4) Miss Bishop, (5) Miss E.
Flower, (6) Miss Aitken, (7) Miss McConnell.
- Class IV. Algebra, Miss W. Henderson.
Botany, Miss Owen.

A SCOUTING EXPEDITION.

BY MISS MARY YATES.

"No one must think that we are trying to have an independent organization, using as our own all the ideas of the Chief Scout. The very opposite position is ours. We want to make scouting practical for girls as well as boys, and to spread the spirit of the movement amongst families where there is the home schoolroom. There is, it is true, an organization known as the 'Girl Guides,' run on lines similar to scouting for boys, and under the management of Miss Baden-Powell. Although it is spreading quickly, a great many P.U.S. children are out of reach of existing patrols and have not the opportunity of inaugurating new ones. In addition, the tests for Tassel Honours that can be gained are arranged to coincide to a certain degree with the work of the P.U.S. Programme."—J. H. Mellis Smith.—*Children's Quarterly*, January, 1912.

The last afternoon of our Children's Gathering at Winchester was given to Scouting and nearly a hundred children were present. It was, of course, very difficult to give some share in the games and some particular occupation to every one of these, but still I think they all realized to some extent the objects and the joys of scouting. On Tuesday, when it was too wet for the expedition that had been planned, we met at the Guildhall and Miss Mellis Smith spoke to us about the rules and organization of the Parents' Union School Scouts, and especially the Scout Law and the serious side of scouting. On Thursday, we had a special train (which was an event in itself) to Kingsworthy, a little village a mile or two outside Winchester, and walked from the station along a pretty country road, then through a lane between great lime trees, to the down which had been selected for the scouts' camp. It was a most beautiful spot and quite perfect for the purpose. The top of the hill was covered with whin bushes amongst which all manner of birds were to be found; on the south side it was smooth grass sloping to the broad slow river which had willows along its edge, where the sedge-warblers chattered. The larks sang constantly on all sides, and in a field not far off there were peewits, so one patrol at least felt at home.

There was a beautiful view over Winchester in the distance, the watermeadows, and rows and clumps of fine big trees all over the valley with little red cottages looking out from between them. On the east and north of our down were hay-fields, and along the crest of the hill was a row of great trees, ending on the east with a tall thick hedge of hawthorns and brambles. The walk from the station was a long round-about way, but we enjoyed the countless things there were to find, flowers, birds and water creatures. On arriving at the camp, some of the children went off to collect wood for the bonfire. Some played Flag Raiding which is like "French and English" on a large scale, and for which the gorse gave good shelter. Others scattered over the country for a Nature Hunt, all being provided with slips of paper on which were written the things marks would be given for:—Flowers (with an extra mark for every name known), mosses, sedges, accurate description of birds, nest and eggs (not to be touched), insects, etc.,—five marks being given for a rabbit seen. Meanwhile a few helped to make the fire and roast the potatoes, those who liked could practise signalling, and some took part in the hut-building. This last was a difficult undertaking as no wood could be found but short and crooked gorse stems; however, I think the children understood the method of work. For about half-an-hour the games went on with great energy, then, at a whistle, everyone returned to camp, the nature hunters reported on what they had found, and the whole party settled round the fire for a short "sing-song." The fire was nearly out now and the roast potatoes were poked out of the ashes and distributed. Before 4 o'clock the hill was deserted and the children had trooped back to the station, this time by a short cut through private ground. The owner of this path was away, but the gardener kindly took the responsibility of giving us permission and opened gates for us. Our train awaited us in the same lordly fashion which the children so much appreciated! and soon the last scene of our happy Gathering was over. But I think that afternoon, as well as the whole delightful week of fellowship, has helped to give us all a broader horizon and a deeper and wider love for each other and the glorious world we live in.

OUR WORK.

Parents' Union School.

REPORT. EXAMINATION No. 62.

In reporting on the work of the 62nd Examination of P.U.S., I have pleasure in again noting the very satisfactory amount of reading and work done by almost invariably the whole of the School. The standard reached generally differs little on the whole from that attained in the Christmas Examination. Composition, however, of the two higher classes is decidedly better done and frequently excellent. There were a few creditable efforts at Verse Composition. The failures in Prose were confined chiefly to the two lower classes, and these mainly from lack of subject matter in the subject chosen rather than from want of facility in expression.

The most satisfactory subjects are again Bible Lessons, History, Geography, Botany, Literature in Class IV., and Natural History, all being almost invariably well done, and the majority excellent. The less satisfactory subjects are Mathematics and English Grammar, Physical Geography and the purely science questions in Natural History of Class III., which are not so generally grasped clearly and explained.

Mathematics and English Grammar are disappointing in the two higher classes. This may be partly due to the slightly more difficult questions in these subjects. In English Grammar whilst there are a few admirable papers the majority falls below the much higher standard gained in other subjects. Some fail through want of thought and failure to connect analysis with parsing. . . . In Question 2, Class III., the only obvious method of answering the question satisfactorily was adopted by a few, viz., taking each auxiliary verb separately and treating it as such stating its function and then combining the whole verb, and parsing fully. The stumbling block in Class IV. was induction and deduction, and in Class III. gerunds and verbal nouns. Question 3 in Class IV. was very generally more satisfactorily answered. In Class II. the work was elementary but intelligent methods of teaching were generally adopted promising good results.

Mathematics. Class IV. Arithmetic. The questions were evidently too difficult for all but a very few. In Question 1, the error made was in taking the population given as the basis on which to reckon the percentage of gain instead of the populations of the three previous years. In Question 2, the failures were due to inability to correctly place the decimal point after multiplication and not understanding how to extract the cube root. The more interesting third question required a little thought and when that was given a correct result was secured.

In Class III., the questions for beginners were frequently all worked correctly; but only a few noted the point of the Question 1, which was to show by the method of working the accuracy of the result. The questions for the Class were seldom all correctly solved, and strangely the difficult working of Question 1 was more frequently right than the much easier Questions 2 and 3.

Classes I. and II.—The work was on the whole good; many being excellent, even by young pupils.

Euclid.—The Practical Geometry Questions were generally worked correctly, but few attempted proofs. The Euclid papers were only moderate.

In Algebra few attempted the subject, and these only reached a fair standard.

The work of the Schools quite maintained the previously gained satisfactory standard.

Drawing Report.

The work in Class Ia. and Ib. was good, as usual, showing much observation. In some cases the twigs were marked "from memory," but it is a mistake to draw them without a model at the Drawing Examination, unless this is specially asked for in the work of that subject. The horses showed some excellent movement. Some of these may have been reminiscences of pictures, the animals should be a child's own endeavour to represent what he has seen in Nature and not what he has seen in a picture. Much credit is due to those who drew the Arthur subject in their own way. A dozen or more of Class I. sent in a (memory) drawing of an illustration in a book. As the scholar grows into Class II., the teacher's aim for it should be that observation should increase, and that there should be a more vivid imagination. Never be content with an increased appearance of neatness. Class II. were asked to paint a vase with daffodils and larch. This increases the appearance of reality, because the support of the flowers in the vase becomes part of the subject, and the solidity of the vase also, which again makes the shadow noticeable, and as that lies on the table, that also requires representation and in one case just this much was very nicely done. There were some praiseworthy attempts also with full presentation of the whole background. The daffodils were as a whole a good yellow, full size, and showed the characters of the tube and stretched out petals. When such subjects are not life-size marks are lost and not many can be given for work without colour. In the Upper Classes there were some very nice illustrations. But there is a too prevalent fault in colouring, showing great want of imagination, for a brown pigment is extensively used; whereas, Nature shows nothing but subdued colours of varying kinds. It is to be hoped that brown may be banished from the paint box, and the scholars trained to mix from among the violet-blue, green-yellow, orange-red paints to get what is required. The pointed arch for Gothic was often drawn with nearly straight sides. It is said to be impossible to draw Gothic architecture. The distinction between Gothic and Norman was accurately made otherwise.

M. L. S.

French.—IV. Classe. Quelques récits de la vie de Charlemagne sont faits avec intelligence quelques exercices sur les comparaisons parfaitement juste. III. Classe. Les verbes tout a fait défectueux excepté 2 ou 3 cas. On devait mettre au P. Défini la Série sur la glace les élèves ont employé le Present. II. Classe. Travail satisfaisant il est préférable que les enfants n'écrivent pas eux mêmes leurs séries afin d'éviter qu'ils s'habituent à faire des fautes en écrivant. Il est merveilleux que les enfants sachent "La petite fourmi" sans faute par cœur.

J. M.

German.—The Papers were on the whole satisfactory. In reference to Grammar I should advise a thorough viva voce drill, a clear concise explanation of German Construction—which is a perfectly simple matter. For example, the construction of the sentences by Class III. pertaining to separable and inseparable verbs and strong verbs. A good deal of oral practise should be given to ensure correct phrasing.

M. G.

The Summer Examination Papers will be sent out on July 13th. The summer examination is optional, and the parents report upon all the work.

MUSIC PROGRAMME FOR THE AUTUMN TERM, 1912.

No. XXIII. By Miss H. M. CRUSE.

Last term we learnt something about John Sebastian Bach; with him we always associate the name of George Frederic Handel. Both these great

musicians were born in 1685, both were Germans, both were gigantic masters of their art, and curiously enough both became blind. It is strange to think that they never met. Bach lived in retirement, but Handel was a traveller and came in contact with many people in Germany, Italy and England. To his studies in Italy we owe the delightful ease with which he wrote his vocal music; there and in Germany most of his operas were composed, but it remained for England to have the honour of giving the impetus to his oratorios and to be the chosen land of his adoption.

His greatest works, *The Messiah* and *Israel in Egypt*, have always been favourites; for the last fifty years a Handel Festival has been held triennially at the Crystal Palace when these two oratorios and selections from others have been and still are performed by 3,000 people.

Handel died in London in 1759, and was buried in Westminster Abbey.

We have selected the following list from his works for this term's study:—

I.—Organ Concerto in G Minor, arranged as Pianoforte duet (Augener's Ed., 1/-). A work written for Solo organ accompanied by the orchestra. It is in four movements:—Larghetto in three-four time, Allegro in four-four time in G Major, a short Adagio in E Minor and final Andante in three-eight time in G Major.

II.—Sonata for Violin and Piano in A Major (Augener, No. 7376, 1/-). In three movements, an Andante and two Allegros. The second very charming Allegro in twelve-eight time is preceded by four Adagio measures in the relative minor key.

III.—The Harmonious Blacksmith. Air with variations in E Major from Suite No. VII (Handel Album, Augener, No. 8152, 1/-). The smith's regular strokes on the anvil are heard on every beat. Handel wrote this at Edgware where the Blacksmith is buried. The first notes of the air are to be seen on his tombstone.

IV.—Passacaille in G Minor from Suite VII (Album as above). A Passacaille was an early Italian dance for one or two performers; it was a very favourite form with Bach and Handel, and much resembles an air with variations.

V.—Fantasia in C Major (Album as above). A charming movement recalling semiquaver figures from the Violin Sonata and Organ Concerto.

VI.—Allegro from Suite II (Album as above). A lively rhythmical movement in F Major with the subject appearing in several keys.

VII.—Hornpipe from the Water Music (Augener, 6d.) This Water Music was written as a peace offering to King George I., whom Handel had offended when he was Elector of Hanover. The King's resentment was softened and Handel was pardoned and rewarded. The Hornpipe is one of 25 movements, it is in three-two time in the key of F.

VIII.—SONGS:—

- (1) "Angels ever bright and fair," from Theodora (Augener, 1/-, in F).
- (2) Two Part songs from Judas Maccabæus (Novello's School Songs, 1½d. each). "O lovely Peace," duet, "See the Conquering Hero comes," trio with duet.
- (3) "Ombra mai fu," from Xerxes, in E♭ (Augener, 1/-). This can also be had with additional violin part.

Let two numbers of "The Messiah" be taken consecutively on Sundays and one week-day that the children may hear it straight through by the end of the term. An inexperienced pianist can play the melody of each number and read the words which are all from the Bible. The Pastoral Symphony and the Aria "He shall feed His flock," are to be specially studied for the Programme. Copies of "The Messiah" can be obtained from 9d. upwards.

It is good to have a picture of Handel in the room.

† Register of Schools, some or all classes of which work in the Parents' Union School and are tested by the P.U.S. Examiner:—

Principal.	School.	Girls or Boys.	Classes Working in P.U.S.
THE MISSES ADAMS	Redland Collegiate School } Clarendon Road, Bristol }	Girls	Ia., Ib., II.
*MISS ARMITAGE	Lyndhurst, Haslemere	Girls	Ib., II., III. & IV.
MISS ARNSTEIN and MISS VON HENNIG	Pennthorpe, Chislehurst	Girls	II. and III.
MRS. BATTINE and MISS MURIEL GREEN	St. Hilary's, Bexhill-on-Sea	Girls	I. and II.
§MISS BECK	Fridhem, Heacham, } King's Lynn }	Girls	Ib., II., III. and IV.
MISS BEISIEGEL	Abbey High School, } Abbey Park Rd., Grimsby }	Girls and boys	Ia., Ib. and II.
MISS BIRTWHISTLE	30, Sloane Street, S.W.	Girls	Ib., II. and III.
MISS BLUNDELL	25, Marsh Parade, } Newcastle, Staffs. }	Girls and small boys	Ib. and II.
†REV. REG. BULL	St. Andrew's, Southboro', } Tunbridge Wells }	Boys	Ib. and II.
MISS BURGESS	Stratford House School, } Widmore Rd., Bromley, Kent }	Girls	Ib. and II.
THE MISSES BURMAN	6, Tedworth Gardens, } Chelsea }	Boys	Ia. and II.
J. W. CLOUSTON, Esq.	Semer House School, } Semer, Ipswich }	Boys	Ib., II.
MISS EARL	Allerton High School, } Sutton Coldfield }	Girls	I. and II.
THE MISSES EDKINS	Grange School, } 23, Hanger Lane, Ealing }	Girls	Ia., Ib., II. and III.
MRS. ELLIS	St. Leonard's, Ashley } Road, Epsom }	Girls & boys	Ia. & Ib.
*§MISS LAURA FAUNCE * and MISS MARJORIE EVANS	13, Chilworth Street, } Westbourne Terrace, } Hyde Park, W. }	Girls and small boys	Ia., Ib., II. III. & IV.
MISS FRASER	Lyddon Villa School, } Leeds }	Girls and boys	Ia., Ib., II.
THE MISSES GARDNER	Buckhurst Hill College, } Essex }	Girls and boys	I., II., III. and IV. (preparatory)
†C. H. GIBBS, Esq.	134, Sloane Street, } London, S.W. }	Boys	Ib., II. & III. (preparatory)
C. E. D. GLADSTONE, Esq.	35, Cliveden Place, } Eaton Square, S.W. }	Boys	I. and II.
*§MISS GOODE and * MISS CLENDINNEN	The Parents' Union } School, Burgess Hill }	Girls and boys	Ia., Ib., II., III. and IV.

† The Committee take no responsibility with regard to these Schools except as far as the above statement goes; due inquiries should be made by parents. Prospectuses can be had on application to the Office.

* Ex-Student of the House of Education, Ambleside.

† House of Education Mistress. § The full Programme is taken in the classes indicated.

Principal.	School.	Girls or Boys.	Classes Working in P.U.S.
†REV. CECIL GRANT	St. George's, Harpenden }	Boys & girls	Ib., II., III. & IV.
MISS HACKFORTH	Kinnaird Park School, } Bromley }	Girls	Ia., Ib., II.
MR. & MRS. HICKSON	Oldfield, & Hestercombe, } Swanage, Dorset }	Boys (preparatory) Girls	I., II., III. & IV.
MISS HORST	Royston School, } 3, Clarendon Place, } Kemp Town, Brighton }	Girls and small boys	II. and III.
MRS. HUMFREY and MISS LOVEITT	Linden, 32, Central Hill, } Upper Norwood, S.E. }	Girls and boys	Ia., Ib. and II.
MISS RUTH HUNTLEY	Struan House, Maitland } Road, Reading }	Girls	Ia., Ib., II. and III.
DONALD P. MACDONALD, Esq.	Penrhyn Lodge, } Westgate-on-Sea }	Boys	I. and II.
MISS McLAUGHLIN	The Chantry, Mere, Wilts. }	Girls	Ia., Ib., II., III. and IV.
THE MISSES NIXON	Lincroft, Petersfield, } Hants. }	Girls	I. and II.
THE MISSES NOTT	Felixstowe, Clifton, } Bristol }	Girls	Ia., Ib., II. and III.
*MISS VIOLET PARKER	Rothay, Wilbury } Crescent, Hove }	Girls and boys	Ia., Ib., II. and III.
*MISS PENNETHORNE	The Arcade, 22, High St., } Maidstone }	Girls	II. and III.
W. H. PROSSER, Esq.	Snettisham Grange, } Norfolk }	Boys	I. and II.
MISS RAMSEY	Friern Manor, Honor } Oak, S.E. }	Girls	I. and II.
†E. L. SANDERSON, Esq.	Elstree School, Herts. }	Boys	Ib. and II. (preparatory)
MISS THOMAS	The Old Palace, } Maidstone }	Girls and boys	Ia., Ib., II. and III.
†MRS. UNDERHILL	Wootton Court, near } Canterbury }	Boys	Ia., Ib. and II.
MISS WARD	27, St. John's Hill, } Shrewsbury }	Girls and small boys	I. and II.
REV. WALTER WHITE	Maulmein, Burma		Ia., Ib., II., III. & IV.

P.N.E.U. Literary Society.—Subject for July: *Ballad of the White Horse*, by G. K. Chesterton.

P.N.E.U. Translation Society.—Subject for July: *Simson and Delila*, by Von Klera Viebig.

C. AGNES ROOPER, Hon. Sec.,
Pen Selwood, Gervis Road, Bournemouth.

From whom all particulars may be obtained.

* Ex-Student of the House of Education, Ambleside.

† House of Education Mistress.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

MY DEAR MISS MASON,—You will no doubt have heard of the unanimous desire of all the P.N.E.U. members who were at Winchester for the Children's Gathering to offer to Miss Parish some little souvenir in gratitude for the enormous amount of her long and patient work in connection with it.

The Fund then spontaneously raised was allotted to a small necklet of enamel work, engraved with initials and date, and presented to her at the close of the final meeting, and the balance to two series of photographs of the groups of the Historical Party, one for Mrs. Franklin and the other for yourself, who though not present in person were never long absent from our thoughts on that occasion.

The large number of your readers who contributed, will, I feel sure be glad to know that their gifts have provided these records of the charming Pageant, which owed its brilliant success to Mrs. Clement Parsons and her daughter for their beautiful designs and descriptions of the dresses and characters.

I trust that the Album now sent may be to you a pleasing reminder of the happy days and fruitful experience of the Winchester meeting of 1912, and of the coming of age of the Parents' Union School.

Believe me, dear Miss Mason, ever affectionately yours,

24, Argyll Road,
Kensington, W.

I. BLANCHE WHITAKER THOMPSON
(Hyde Park and Bayswater Committee).

June 8th, 1912.

MY DEAR MRS. WHITAKER THOMPSON,—How kind of you and of all the contributors to the gift to endow me with such a delightful possession as the photographs of the groups of the Historical Party! They will be extremely interesting to us all. I should like to make remarks about every group and every figure, but that would make a very long letter, would it not? I wish at the same time to express my appreciation of the wonderful way in which the Winchester Gathering was organized and my gratitude to the Members of the P.N.E.U. Committee who carried out their self-imposed tasks with so much thoroughness and so much sympathy. I am especially thankful to our Hon. Org. Sec., and our Gen. Org. Sec., for one thing, the way in which they never lost sight of the simple object of the Gathering, which was, that the children might meet some, at any rate, of their schoolfellows, and recognizing that they belong to a big school should carry back to their several homes a happy *esprit de corps*. The two ladies to whom I have referred never lost sight of this aim and so the week was never made an occasion for personal display, but the children remained fresh and simple, alert but unexcited, the sort of "P.U.S." children we had hoped to gather together. From many of them I have received charming letters, illustrated by most spirited drawings. Some of their parents, too, have written me appreciative and sympathetic letters, and my friends, the old students who were there have contrived to catch the spirit of these happy days and pass it on to me by post in a wonderful way. Let me thank all those friends. I wish to add to my thanks for the delightful gift of the photographs of that wonderful and beautiful Historical Dress Party (the great success of which I hope rewarded the designers for all their labours), additional thanks for all the happiness I received from a gathering at which I was not able to be present; and I am sure that all who were present unite in spirit with me in expressing our warmest gratitude to the two organizers who laboured for months in advance to secure such delightful results.

With grateful thanks, affectionately yours,

House of Education,
Ambleside.

C. M. MASON.

June 9th, 1912.

THE "P.R." LETTER BAG.

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A SUPPLEMENT TO SCHOOL TEACHING.

DEAR MADAM,—The question of how fluency in speaking foreign languages can be attained is just now exercising the minds of many parents and teachers. It is obvious that not much can be done in this direction in classes of 20 or 30 children, for under such circumstances the amount of practice each pupil can get is small. A real command of the spoken language is therefore seldom obtained without residence with a foreign family. Many parents, however, cannot afford the expense of this. Here the system of exchange of children comes to the rescue. A French or German family takes an English child, the English family receives a young member of the foreign household. There is no expense at all, except for travelling. The work of arranging such exchanges has been carried on quietly by bodies both in France and England for some years. Recently, it has been considerably developed. The *Echange International des Enfants et des Jeunes Gens* makes many arrangements at Paris; a Committee influentially supported has recently been formed in Berlin; the Modern Language Association has taken up the movement in England, and has secured the support of such men as Dr. Sadler (Vice-Chancellor of the University of Leeds), Lord Esher, the Bishop of Hereford, Bishop Welldon, Mr. W. W. Vaughan (Master of Wellington College), Mr. J. C. Paton (High Master of Manchester Grammar School), Sir J. A. Simon, M.P., Lady Barlow, and others. Those who wish to know more of the scheme should write to the Hon. Secretary of the Organizing Committee, Miss Batchelor, Grassendale, Southbourne-on-Sea. A fee of 5/- is payable to cover office expenses.

We have had many testimonials to the improvement effected in young people's French by even a short stay abroad. It needs, however, to be said that only those who are well grounded at school are likely to profit much. No systematic instruction is given, therefore a child should have a good start, before he or she goes abroad. Subject to this caution, however, an experiment may be recommended. Of course increased fluency in speech is not the only gain. Children see something of the best side of the Nation's life, namely, the home-life, they make an acquaintance with a foreign family, which may ripen into friendship, and they get to know something about their neighbours.

7, South Hill Mansions,
Hampstead, London, N.W.,
May 20th, 1912.

I am,
Yours faithfully,
G. F. BRIDGE.

DEAR MISS PARISH,—I very much wish it had been possible to write to you while I was in America, as since my return business of various kinds, visits and the continual interruption of callers have all combined to delay this reply to your letter dated May 19th. Miss Schoff, the President of the Mothers' Congress, has been deeply interested in the work of the Parents' Union for some years, but so far as I could learn with one exception the subject was new to all the other members. The exception being a Scotch doctor now practising in Washington, who has written a paper on "Intellectual Precocity." I expect you have a programme of this the Second Congress on Child Welfare. It was the 15th Convention of the National Congress of Mothers and Parent Teachers' Associations. The subjects taken up were very much the same as those on the programme of our own Conference, and in addition there were many which peculiarly applied to so great a territory where in many districts all the children attend the State schools. The President and Officers gave me a most cordial reception as representing The Parents' Union. At the first evening meeting, when Great Britain, Italy, Belgium, and Persia, were

represented, I spoke of the work being carried on in College, Home and School by our Union. The literature you so kindly sent was very useful as many of the audience wished to order Miss Mason's books, and to learn more about her work. Reports of departments were received the same morning, and in these I found much that was interesting, as showing how our two societies are working along similar lines though with differing methods, and on a vastly different scale. I fear the subject was so full of interest to me and the audience so sympathetic that I spoke at much greater length than I intended. All the sessions were instructive. Dr. Williams, of whom I have already spoken, read a paper on the "Home's Responsibility for Corruption and Dishonesty in Business and Politics; for Immorality and Vice; for Low Standards of Citizenship." A very big subject indeed. "The Responsibility of the State to the Child and the Relation of the School to Child Welfare," were other vital subjects taken up. One afternoon I spent in the Children's or "Juvenile Court," as it is called in America. Judge de Lacey is, I think, as fine as Judge Lindsay, his conduct of the many painful and difficult cases I heard shewed such keen sympathy with and understanding of the motives which govern human action, also an unwavering faith in the power of religion. One evening this Judge spoke of the State's Duty to the Child. This seems perhaps wide of the mark, but I could not help feeling that our Union can only fulfil its mission fully when its members stretch out their hands as so many do to help the working fathers and mothers with their responsibilities. I thoroughly enjoyed the Mothers' Congress, nothing could have been kinder than the way in which every one connected with it, received and entertained me as your representative.

Truly yours,

J. BERRY HART.

October, 1911.

[The Editor regrets that it was not possible to insert this most interesting letter last year.]

THE CHILDREN'S GATHERING AT WINCHESTER.

Those members who have not yet returned their Sketches of Historical Costumes are urgently asked to send them at once to Miss Silvia Parsons, 17, Blomfield Road, Maida Hill, W.

P.N.E.U. NOTES.

Edited by Miss E. A. Parish, Sec., 26, Victoria Street, S.W.
Tel. 479 Victoria.

To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 6 copies of any prospectuses or other papers they may print. Secretaries are asked to send a short report of each lecture given to the Branch. The report to be written on one side of the paper only, and not to exceed 200 words.

MAIDSTONE AND MID KENT.—A meeting was held (by kind permission of Mrs. Crane), at Wierton Grange, on Wednesday, June 5th, when Dr. Helen Webb spoke on "The Health of Infants and Children." Dr. Howarth, Medical Officer of Health for the district, was in the chair. A most interested audience of about 27 following Dr. Webb's remarks with the greatest benefit, and there were some questions afterwards on how to contrive that children should get enough sleep, etc., and those to whom it was new asked for examples of "Thought Turning." The Secretary, Miss Pennethorne, reported progress for the year, showing that the Branch grew, even if slowly. The meeting concluded with a most hearty vote of thanks to Dr. Helen Webb for her great kindness in coming so far and for her valuable hints to mothers and nurses.

P.N.E.U.

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